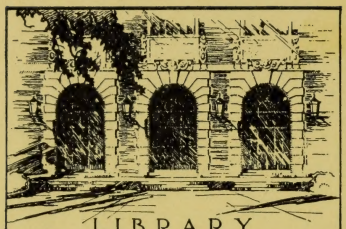

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VOL. X. NO. 5 MAY 1916

Bulletin of

UNIVERSITY OF ILLINOIS

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Published Monthly by Phillips University

Entered at the Postoffice at East Enid, Oklahoma, as Second Class Matter
Under Act of Congress of July 16, 1916.

ENID NEWS & JOB PRINT

15-16.

VOL. X. NO. 5 MAY 1916

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Phillips University

Enid, Oklahoma

Postoffice, East Enid, Oklahoma

Catalogue Number, May 1916

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ENID NEWS & JOB PRINT

CALENDAR 1916-17

JUNE

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AUGUST

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CATALOGUE

—OF—

PHILLIPS UNIVERSITY

Enid, Oklahoma

1915-16

Ninth Session

With Announcements for the Session of 1916-17

SECOND EDITION

CALENDAR

SEPTEMBER, 1916, TO JUNE, 1917.

FIRST SEMESTER.

First Semester Opens.....Tuesday, Sept. 19, 1916
Enrollment and Classification
Tuesday and Wednesday, Sept. 19 and 20, 1916
Convocation Sermon.....Sunday, Sept. 24, 1916
Reception for Students.....Monday, Oct. 16, 1916
Faculty Recital.....Friday, Oct. 27, 1916
Thanksgiving Holiday.....Thursday, Nov. 23, 1916
Recital, School of Oratory.....Thursday, Nov. 23, 1916
Recital, School of Music.....Monday, Dec. 18, 1916
Christmas Holidays
Saturday, Dec. 23, 1916, to Tuesday, inclusive, Jan. 2, 1917
Semi-Annual Examinations
Thursday and Friday, Jan 25 and 26, 1917
First Semester Ends.....Friday, Jan. 26, 1917

SECOND SEMESTER.

Second Semester Opens.....Tuesday, Jan. 30, 1917
Enrollment and Classification.....Tuesday, Jan. 30, 1917
Celebration of Washington's Birthday and
Oratorical Contest, Thursday, Feb. 22, 1917
Oratorical Contest for the Pieratt and
Whitlock Medal, Friday, April 13, 1917
Students' Recital, School of Music, Monday, April 16, 1917
Baccalaureate Sermon.....Sunday, May 27, 1917
Senior Promenade.....Monday p. m., May 28, 1917
Art Reception.....Tuesday afternoon, 2-5, May 29, 1917
Commencement, High School.
Tuesday p. m., May 29, 1917
Field Day Exercises, Wednesday afternoon, 2-5, May 30, 1917
Commencement, School of Fine Arts
Wednesday p. m., May 30, 1917
Senior Class Exercises.....Thursday a. m., May 31, 1917
Alumni Luncheon.....Thursday 12 m., May 31, 1917
Commencement, College of Liberal Arts and
College of the Bible, Thursday p. m., May 31, 1917

SUMMER SCHOOL.

For 1917.

Term Opens.....Monday, June 4, 1917
Term Closes.....Saturday, July 28, 1917

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1915/16-1916

BOARD OF TRUSTEES

Term Expires 1916.

Z. A. HARRIS.....Blackwell, Oklahoma

DICK T. MORGAN, House of Representatives.....
.....Washington, D. C.

J. H. EVEREST.....Oklahoma City, Okla.

W. I. WILLIAMS.....Tulsa, Oklahoma

Term Expires 1917.

O. N. ROTH.....Wichita, Kansas

G. F. SOUTHARD.....Enid, Oklahoma

A. R. SPICER.....Oklahoma City, Oklahoma

Term Expires 1918.

C. M. JACKMAN.....Wichita, Kansas

J. N. HAYMAKER.....Wichita, Kansas

T. W. PHILLIPS, Jr.....Butler, Pennsylvania

HARRY H. ROGERS.....Tulsa, Oklahoma

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I. N. McCASH, Chairman — O. N. ROTH

Z. A. HARRIS — W. I. WILLIAMS

Finance.

J. N. HAYMAKER, Chairman

Z. A. HARRIS, T. W. PHILLIPS, Jr., W. I. WILLIAMS

C. M. JACKMAN — O. N. ROTH

FACULTY

ISAAC NEWTON McCASH, A. M., LL. D., President, Lecturer on Pastoral Theology.

B. S., National Normal University, 1882; A. M., Drake University, 1898, LL. D., ibid, 1902; Student, Harvard University, Summer, 1899; ibid, University of California, 1908-09; Principal, Ewington Ohio Academy, 1882-84; Superintendent Public Schools, Lyons, Kansas, and Conductor Normal Institutes for Teachers, 1885-90; Pastor, Maryville, Mo., 1890-93; ibid University Church, Des Moines, Iowa, 1893-1904; Trustee, Drake University, 1893-04; In Europe, Palestine, and Egypt, 1900; Superintendent Anti-Saloon League, Iowa, 1904-07; Pastor, Berkeley, Cal., 1907-09; Corresponding Secretary American Christian Missionary Society, 1909-13; President, Spokane University, 1913-16; President, Phillips University, 1916——

FRANK HAMILTON MARSHALL, A. M., Ph. D., Dean, College of the Bible, Professor of Biblical and Patristic Greek Language and Literature.

B. S., Butler College, 1888; A. B., ibid, 1890; A. M., ibid, 1891; A. M., The University of Chicago, 1915; Ph. D., Texas Christian University, 1895; Student Butler College, 1884-88; Graduate Student, ibid, 1889-91; Graduate Student, University of Chicago, Summer quarter, 1913, and Spring and Summer quarters, 1915; ibid, University of Colorado, Summer, 1916; Professor Biblical Languages and Literatures, Northwestern Christian College, 1891-96; Pastor Christian Church, Mankato, Minn., 1895-97; Missionary, Tokyo, Japan, 1897-99; Professor Biblical Languages and Literatures, Texas Christian University, 1899-06; Professor of Biblical Greek Language and Literature, Phillips University, 1907——

ARTHUR FREDERICK REITER, M. S., Professor of Physics and Chemistry.

A. B., Hiram College, 1915: M. S., Chicago University, 1916; Student Ohio Northern University, 1900-04; Tri-State Cllege, 1891-99; Hiram College, 1904-05; Graduate Student University of Chicago, Summers 1908--10,-12,-14,-16, ibid, Spring and Summer quarters 1916; Professor of English and Latin, Southern Illinois Christian College, 1899-00; Minister, 1900-07; Instructor in English and Mathematics, Central Mennonite College, 1906-07; Assistant Instructor in Physics, University of Chicago, Summer of 1916; Professor of Chemistry and Physics, Phillips University, 1907——

* Arranged in groups in order of appointment.

SAMUEL HENRY HORNE A. M., Dean, Professor of Education and Psychology.

A. B., National University, O., 1892; A. B., University of Texas, 1907; A. M., University of Kansas, 1916; Student University of Texas, 1894-95, and four subsequent summer terms; Graduate Student University of Chicago, Summers 1912-13, Spring and Summer 1914; ibid, University of Kansas, Spring and Summer, 1916; Professor of Mathematics and Languages; McKinney College, 1895-98; Principal of McKinney High School, 1898-01; Instructor in Summer Normals; Instructor in History, Texas Christian University, 1905-06; Professor of Spanish and Instructor in History, ibid, 1906-07; Professor in Phillips University, 1907——

GUY KENT STANTON, A. M., Professor of Biological Science.

B. S., Hiram College, O., 1906; A. M., Bethany College, W. Va., 1909; Student Hiram College, 1902-06; Graduate Student and teaching fellow, Bethany College, 1908-09; Graduate Student University of Kansas Summer Sessions, 1910-11-12-13-14-16; ibid, School of Medicine, Western Reserve University, Summer, 1915; Professor History and Political Science, Clarksburg College, Mo., 1906-08; Instructor in Education, West Virginia Normal Summer Session, 1909, Professor Biological Sciences Phillips University, 1909——

CLAUDE CARSON TAYLOR, A. M., Professor of Old Testament Languages and Literature.

A. B., Phillips University, 1909; A. M., ibid, 1910; A. M., University of Kansas, 1913; Student, Normal School, 1891-92; Student Phillips University, 1907-09; Graduate Student, ibid, 1909-10; ibid, University of Kansas, 1912-13; Instructor, Public Schools of Missouri and Nebraska, 1892-96; Minister, 1903-07; Instructor, Semitic Languages and Literature, Phillips University, 1909-12; Professor, ibid, 1912——

ROY JONAS WOLFINGER, A. M., Professor of English Language and Literature.

A. B., University of Oklahoma, 1907; A. M., ibid, 1916; Graduate Student, University of Chicago, 1909-10; Summers 1909 and 1914; ibid, University of Oklahoma, Fall Semester, 1915; Instructor High Schools of Oklahoma, 1900-02, and 1907-09; Superintendent Hennessey City Schools 1912-13; Acting Professor of English, Phillips University, 1912-13; Professor, ibid, 1913——

MAGDALINA STUKEY, A. M., Professor of Modern Languages and Literature.

A. B., University of Michigan, 1901; A. M., ibid, 1912; Student, Oberlin College, 1888-90; ibid, Tri-State College, 1890-92; ibid, University of Michigan, 1898-01; Graduate Student Summer Sessions, Harvard, 1903; in Europe with Bureau of University Travel, 1905; Ohio State University, 1906: Berlin University, 1910; University of Michigan, 1909, 1911 and 1912; D'Institute Francais Pour Etrangers, Paris 1914; Instructor in High Schools, 1893-97, and 1902-11; Instructor in German, Hiram College, 1911-13; Professor of Modern Languages in Phillips University, 1913——

FRANK ABBOTT WELLMAN, A. M., Professor of History and Political Science.

A. B., Phillips University, 1912; A. M., ibid, 1913; A. M., University of Kansas, 1915; Student, Phillips University 1909-12; Graduate Student, ibid, 1912-13; ibid, Phillips University and University of Kansas, 1913-14; Professor of History and Political Science in Phillips University, 1914——

WILBUR HAVERFIELD CRAMBLET, A. M., Ph. D., Professor of Mathematics.

A. B., Bethany College, 1910; Ped. B., ibid, 1910; A. M., Yale University, 1911; Ph. D., ibid, 1913; Student, Bethany College, 1905-10; Graduate Student, Yale University, 1910-13; Instructor in Mathematics, Bethany College Summer School, 1909-14; ibid, University of Rochester, 1913-15; Professor of Mathematics, Phillips University, 1915——

HENRY CLAY SMITH, A. M., LL. B., Professor of Philosophy and Religious Education.

A. B., Ghent College, 1872; A. M., ibid, 1875; LL. B., University of Cincinnati, 1880; Student, Ghent College, 1868-72; Student College of Law, University of Cincinnati, 1878-80; President, Warsaw College, 1881-88; Principal, Owenton, Ky., High School, 1888-98; President, Paducah College, 1898-1901; Principal, Young Women's Department, McLean College, 1901-13; Assistant Superintendent Anti-Saloon League, Kentucky, 1913-15; Professor in Phillips University, 1915——

MAUDE WAITE MARSHALL, A. B., Principal of the University High School, Instructor in History.

A. B., Texas Christian University, 1901; Student Northwestern Christian College, Minnesota, 1893-95; Student Texas Christian University, 1899-02; Graduate Student, University of Minnesota, Summer 1911; ibid, The University of Chicago, 1913; ibid, University of Colorado, 1916; Teacher Minnesota Public Schools, seven years; Instructor Northwestern Christian College, two years; Missionary, Tokyo, Japan, 1897-99; Instructor, Phillips University, 1907——

JOHN CURTIS LAPPIN, A. B., Instructor in English.

A. B., Phillips University, 1913; Student, Eureka College, 1898-02; Student Phillips University, 1910-13; Graduate Student, The University of Colorado, Summer, 1914; Instructor, Phillips University, 1913——

FOREST LEE GORDON, A. B., Instructor in Latin and German.

A. B., Phillips University, 1914; Student, ibid, 1911-14; Student, The University of Chicago, Summer quarter, 1914; Graduate Student, University of Missouri, Summer, 1916; Instructor, Phillips University, 1914——

WYNNE ERRETT PLOPPER, A. B., Instructor in Biology.

A. B., Transylvania University, 1912; Principal, Wray, Ga., Public School, 1912-13; Student, The University of Chicago, 1915; Instructor, Phillips University, 1915——

HILMA MILLER, B. S., Instructor in Applied Arts and Home Economics.

B. S., Agricultural and Mechanical College of Oklahoma, 1916; Student, ibid, 1912-15; Instructor, Stillwater, Oklahoma, 1915-16; Iustructor, Phillips University, 1916——

ETHEL HENRIETTA ERNST, A. B., Instructor in English and Education.

A. B., University of Oklahoma, 1916; Student and Graduate, Northwestern State Normal; Student, the University of Chicago, Summer quarter, 1914; ibid, University of Oklahoma, 1914-16; Instructor, Public Schools and Summer Normals, two years; Instructor, Phillips University, 1916——

LOUISE DONALDSON, A. B., Instructor in Mathematics.

A. B., Transylvania College, 1914; Graduate Hamilton College, Lexington, Ky., 1910; Student Transylvania College, 1910-14; ibid, University of Missouri, Summer, 1916; Instructor in Mathematics and History, Southern Christian College, West Point, Miss., 1914-15; Instructor in Mathematics, Phillips University, 1916——

WINFERD N. WILLIAMS, Instructor in Manual Training.

Manual Training Teacher's Certificate, Pittsburg Manual Training Normal School, 1916: Student, ibid, 1914-16: Instructor Phillips University, 1916——.

REIN DYKSTERHUIS, Professor of Music; Violin.

Student, Moyenne, Ecole Francaise, Antwerp, 1889-93; Student, Royal Atheneum, Antwerp, 1893-98; Student, Antwerp Royal Conservatory, under Prof. Marien, 1890-93 under Prof. Hennen, and Assistant Teacher of Violin, 1893-96; Student Brussels Conservatory, 1898; First Violin Symphony Orchestra, of Cincinnati, 1899-04; Member of Marien String Quartette of Cincinnati, 1900-01; Professor Music in Texas Christian University, 1903-06; Professor of Music in Phillips University, 1907——

CLAUDE R. NEWCOMB, Professor of Music; Voice.

Graduate, Knox Conservatory of Music, Galesburg, Ill.; Student, Knox Conservatory, 1907-12; ibid, under Thomas MacBurney, 1912; Instructor in Voice, Knox Conservatory, 1911-12; ibid., Marshalltown School of Fine Arts, 1913-14; Professor of Music, Phillips University, 1914——

CHARLES MERIT BLISS, Dean, College of Fine Arts, Professor of Music; Voice, Harmony and Instrumentation, Church Music, History of Music, Lectures and Directing.

Graduate, Campbell University College of Music, Teachers Course, Voice and Harmony, 1895; ibid, Classic Course, 1896; Student of Frank H. Tubbs, New York, S. W. Straub, Chicago, Voice, Oscar Coon, New York, Harmony and Instrumentation; Dean, College of Music, Fremont College, 1896-04; El Reno School of Voice Culture, 1904-08; Private Studios, Oklahoma City, 1908-15; Director Choir and Orchestra, First Christian Church, Oklahoma City, Okla., 1909-15; Dean, College of Fine Arts, Phillips University. 1915——

MAUDE SHOEMAKE BLISS, Professor of Music; Piano and Theory.

Graduate, Campbell University, College of Music, Teachers Course, 1889; ibid, Classic Course, 1890; ibid, Post Graduate Work, 1895; Student A. M. Straub, Chicago, 1894; Virgil Clavier School, New York, 1899-1900; Teacher of Piano, Fremont School of Music, 1896-04; Head Piano Department, School of Music, El Reno, 1904-08; Private Studios, Oklahoma City, 1908-15; Organist and Accompanist First Christian Church, Oklahoma City, Okla., 1909-15; Professor of Music, Phillips University, 1915——

CHARLES J. WING, A. B., B. M., Professor Piano, Pipe Organ and Theory.

Graduate Ludington, Mich., High School, 1908; A. B. Oberlin College, 1912; Mus. B. Oberlin Conservatory, 1914. Private Teaching; Prof. Piano, Hardin College, Mexico, Mo., 1914-15. Prof. Piano and Theory, Converse College, Spartanburg, S. C., 1915-16, ibid, Phillips University, 1916——.

HOWARD T. ANNETTE, B. M., Professor Piano, Pipe Organ and Theory.

Graduate School of Music, Northwestern University, Evanston, Ill., 1914. Teacher Public School Music, Evanston; Professor Piano, Galena, 1910-1911; Piano Soloist Northwestern University Commencement, 1914; Pianist Coit-Alber Chautauqua System, 1914-15; Director Music, Epworth Seminary, Guthrie, Okla., 1915-16. Phillips University, 1916——.

INA LOGAN HARMON, Instructor in Music; Piano.

Teacher's Diploma in Piano, Phillips University, 1912; Artist's Diploma, ibid, 1914; Student, Caruther's School, Chicago, Summer, 1914; Private Teacher, 1910-14; Instructor, Phillips University, 1914——

ERNEST BROOKHART, Instructor in Wind Instruments.

Student Music Department, Oklahoma Institute of Technology, 1909-10; Student Music Department, Oklahoma A. and M., 1911-12; Student Trombone under Harry Mastin, Baltimore, Maryland; Trombone Soloist, Carl E. Neels Concert Band on Southern Tour; Instructor, Wind Instruments, Phillips University, 1914——

ELIZABETH SALOMA DONAGHY, B. O., Instructor in Oratory and Expression.

Student in Newcomer School of Expression; Graduate Ohio Northern University; Dramatic Art under Professional Actor, A. A. Crecelius; Special Study of Shakespeare under Geo. Anderson, of London, England; Instructor, Scarritt Morrisville College, Morrisville, Mo.; Carolina College, Maxton, N. C.; Burritt College, Spencer, Tenn.; Instructor in Oratory and Expression, Phillips University, 1915——

BERTHA STARK, Superintendent of the Hospital, Instructor in Training Department for Nurses.

Student, Training Department, Wichita Hospital, 1896-98; Graduate, ibid, 1898; Superintendent, Enid Hospital, 1908 09; ibid, University Hospital, and Instructor of Trained Nurses, 1909-14 and 1916——

ANNA MAY LINDELL, Instructor, Training Department for Nurses.

Graduate, University Hospital and Training School, 1913; Instructor, ibid, 1913——

EXECUTIVE AND OTHER OFFICERS

ISAAC NEWTON McCASH, LL. D.,.....President

TARLETON TAYLOR ROBERTS....Educational Secretary

(Graduate, College of the Bible, Transylvania University)

FRANK HAMILTON MARSHALL, Ph. D.,.....
.....Dean, College of the Bible

ARTHUR FREDERICK REITER, M. S.,.....
.....Dean, College of Liberal Arts

SAMUEL HENRY HORNE, M. A., Dean, School of Education

CHARLES MERIT BLISS, ...Dean, School of Fine Arts

MAUDE WAITE MARSHALL, A. B.,.....
.....Principal of the High School

BEULAH BUSH BOGGESS.....Dean of Women

NELLE FOX HORNE, A. B.,.....Librarian

LUELLA JANE COWLEY.....Registrar

STANDING COMMITTEES OF THE FACULTY

(The President is ex-officio a member of each committee.)

Enrollment and Classification.

The Deans of the Colleges of Liberal Arts, Bible, Education, Fine Arts, and Principal of the High School.

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F. H. Marshall — G. K. Stanton

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F. H. Marshall, Chairman, The Deans of the Colleges of Liberal Arts, Fine Arts, School of Education, and Principal of the High School.

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W. H. Cramblet, Chairman — F. A. Wellman
C. C. Taylor — C. R. Newcomb — R. J. Wolfinger

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T. T. Roberts, Chairman — C. C. Taylor
Mrs. Boggess — W. H. Cramblet

Phillips University

Historical Statement

ITS FOUNDERS AND ITS GENERAL CHARACTER.

Phillips University was founded by men who believe in Christian Education in the broad sense of that term. They recognized the fact that true education consists in the harmonious development of the physical, intellectual and moral natures of man. They hold that body, head and heart all need cultivation and that the neglect of any one of these factors results in an unsymmetrical and faulty development. Since Christianity recognizes the whole nature of man, they believed that Christian education must necessarily be the best education. They clearly saw that if true to its conceptions it must provide for all the factors that enter into the complex being with whom our educational institutions have to deal. This does not mean, however, that it was their purpose to found a sectarian school. They recognized a broad underlying Christianity that is independent of all sectarian divisions and denominational peculiarities. They desired that the school they sought to establish should be nonsectarian in the fullest sense, consequently no denominational tests are imposed and no sectarian tenets are inculcated. The broad general aim is to offer liberal courses of instruction in a healthy Christian atmosphere. The members of the Board and of the Faculty are not limited to any one religious body, by charter or by-laws. It is the aim of the promoters of the school to avoid the narrowing tendencies of sectarian bias in the general policy of the school to exemplify the cosmopolitan spirit of the Master in the character and conduct of the school so far as it is possible to fallible human beings.

This does not mean, however, that Bible teaching is left out of the general plan of the school. On the contrary, among the several schools that have already been established is a Bible College offering courses in Biblical Languages, Bible and church history, and the professional studies that belong to the education of a minister. Since The College of Liberal Arts is the basis for all forms of specialized work, because culture courses must be the foundation for all technical and professional training in any proper scheme of education, this college occupies the central place in the University around which all other schools are grouped and upon which all must depend to a greater or less extent.

THE PRESSING NEED.

The founders of Phillips University were men of patriotic impulses and philanthropic purpose. They saw the need of institutions of learning dominated by a liberal Christian spirit, in a new and rapidly developing country while the population was still in a plastic state. They recognized the fact that whatever character is stamped upon a community or a country in its infancy will be its permanent abiding character, hence they saw a need of Christian schools to neutralize as far as possible the new secular spirit which is always strong in new countries into which immigration is rapidly pouring. People who break away from old associations and surroundings and move out into new places do so for the sake of bettering their material condition and prospects, which is a laudable purpose, but they need such institutions of learning as will keep them from swinging entirely away from those higher, nobler views of life that characterize the truly educated man or woman. If institutions of learning are dominated by the secular spirit, they only serve to increase the danger to which the people are exposed and which it is their true function to destroy as far as possible. An education that is purely mercenary in its motive is unworthy of the name. It will thus be seen that the founders of Phillips University were moved to undertake their great task by a most pressing need.

PRELIMINARY STEPS.

In August, 1906, E. V. Zollars, acting upon an invitation extended to him by prominent men, visited thirty leading towns of the two territories that have since become the State of Oklahoma, setting forth the great need of such a school as was contemplated and urging the necessity of immediate action. The proposition to establish a school met with enthusiastic encouragement and finally, after careful deliberation, it was unanimously decided by those who had given the matter much thought to establish a University. A board of trustees was chosen, a charter secured and E. V. Zollars was elected as the first president of the school. Eight different cities bid for the school, but Enid won the prize, because of her splendid offer and because of her location, being central to the vast region that the school would naturally benefit most and from which it might expect to draw a large part of its patronage and support.

CHANGE OF NAME.

Phillips University was originally chartered under the name Oklahoma Christian University. For various reasons, this name seemed objectionable. The field of the institution is not limited to Oklahoma. The students represent many states. The trustees and financial supporters are by no means confined to Oklahoma.

The authorities decided, after the most careful and prayerful deliberation, to give the university a name that would be general, thus avoiding the tendency to localize it and limit it to state lines.

The foundation of Oklahoma Christian University was made possible by the assistance rendered by T. W. Phillips, in the very beginning of the enterprise. Mr. Phillips was a far-sighted man. He saw that the psychological moment had arrived for the establishment of a school devoted to Christian education in the broad sense of that term. He was not sectarian in his feelings, but he believed that Christian

education was the only true education, and consequently when the enabling act granting statehood to Oklahoma was passed, thus uniting two divisions, Oklahoma and Indian Territory, he said to President Zollars: "If you will go out into that new country and undertake the establishment of a school I will support you in the undertaking." "One year's work," he said "will probably determine whether a school can be established or not, and if the results are satisfactory we will go forward with the enterprise." This offer on the part of Mr. Phillips met with a hearty response from the people of the Southwest, and especially from broad-minded men who had been lo king forward to the establishment of such a school, but who had been unable to undertake it largely for lack of funds. Mr. Phillips may therefore be regarded as the real founder of the institution. Until his death, he had a deep interest in the institution, and was greatly pleased with its rapid progress.

After his death, the trustees decided to name the institution in honor of Thomas W. Phillips. The consent of his family was given, and the change of name in the charter was duly made. This change affects in no way the chartered obligation of the corporation, in respect to its original purpose, its alumni, or property.

THE FIELD OF THE UNIVERSITY.

1. The new State of Oklahoma will necessarily be a liberal supporter of the University, both in students and money. Its people are cosmopolitan in character, wide awake, industrious, prosperous, and they set a high estimate on education. Its soil is fertile, its products diversified, its climate delightful, its area large, and it will doubtless have a population of several millions in the not distant future. It is truly a great state in which to plant a school.

2. Kansas, situated on the north, is a very prosperous state that is rapidly developing. Its people are noted for their intelligence, industry and enterprise. They are also a people that believe in education and rejoice in the fact

that Phillips University has been planted so near the southern border of their state. Already they are sending students and they show a willingness to contribute liberally to the support of the school.

3. Arkansas is situated on the east and it will naturally be tributary to the school. It is a state of wonderful natural resources and its population is rapidly growing. It is receiving its share of the great tide of immigration from the south, east and north. It is so situated that the school can be of great benefit to its people and it in turn can and doubtless will lend a helping hand in building up the school.

4. Portions of other neighboring states are within easy reach of our school and some states farther away that lack educational advantages of high grade are as near to us as to any other school offering the coveted privileges. We will welcome their patronage and endeavor to make the benefit mutual.

5. The field at large is also the field of Phillips University. In many respects, there is no better place for students to be educated than in this school. Here they are brought into touch with the vigorous, aggressive, practical western life. They form valuable acquaintances throughout a rapidly developing region of wonderful resources. If they go from school into business life, they are in the midst of splendid opportunities; if into the ministry, they are in a country where they are most needed, and which they already have come to understand.

BUILDINGS.

1.—Main Building.

This is a brick structure trimmed in stone, 96x110 feet, consisting of a basement, first story, second story and a dormer story, the whole heated by steam and lighted by electricity, with modern system of ventilation, which also extends to the Fine Arts building. In the basement, which is

ten feet in the clear, and six feet above grade, are the recitation rooms of the High School. On the first floor is the auditorium with a gallery on three sides, entered from the second floor, seating capacity for 600 people; the President's office; the Registrar's office, a registration room; three large recitation rooms and two cloak rooms.

The second floor is occupied by gallery of auditorium; recitation rooms of the College of Liberal Arts, the Bible College, and the School of Education, and the prayer room. In the dormer story are the laboratories for Physics, Chemistry, Biology, and the laboratory for the use of the High School. There is a main hallway on the first floor 20 feet wide, and a cross hallway 10 feet wide, with corresponding hallways on second floor. There are three flights of stairs from basement to dormer story, one central and one in either end. The building is imposing in its appearance and complete in all of its appointments. It faces the west looking down Broadway, one of the main thoroughfares of the city. Nearly two miles distant on the Public Square, and looking up Broadway, stands the new Court House. Broadway is 110 feet wide, and is destined to be one of the best streets in the city, but Main on the south and Randolph on the north, and running parallel with it, will vie with it as residence streets.

2.—The Fine Arts Building.

North of the main building about 35 feet distant, stands the Fine Arts Building, 35x70 feet on the ground, with a basement nine feet in the clear and six feet above grade, two stories ten feet each, and a dormer story. In this building there are the studios for piano, violin, and voice; a studio for teacher of elocution; an art studio and an art display room; a large number of practice rooms for instrumental and vocal music and elocution; recitation room for class and ensemble work; and a music library room. This building has been connected with the main building by a colon-

nade. It is built of brick and trimmed in stone and is admirably adapted to its purpose.

3.—The Athenian Hall.

This faces the south and is situated northwest from the main building about 400 feet distant, by direct line. Its dimensions on the ground floor are about 60x120 feet. There is a basement, occupied with kitchen and accompanying rooms—pantry, dish room and store room, a large dining room with a seating capacity for 150 people at table, and two rooms for female servants. The basement story is ten feet in the clear; six feet above grade, and above this there are two full stories but no other dormer story. On the first floor there is a main hall 15 feet wide, running crosswise of building, and a hall running lengthwise four feet wide. There are three stairways—one central and one at either end. On one side of the main hall there is a reception room and on the other side a parlor. The main hall is used as a sort of waiting room. The remainder of the first floor is finished for ladies' rooms. All rooms are of the same size—12x14 feet—and connected with each room is a closet 2x6 feet. The second floor is occupied entirely with ladies' rooms of the same size as those below and all having similar closets. There are four bath rooms; two on each floor; a trunk elevator and linen closets. The building has rooming capacity for fifty people, and is so planned that its capacity can be doubled by erecting a similar building facing the opposite direction, thus making a structure 120 feet square and an open court in the center.

Between the two wings of the building in front, for a distance of 60 feet, is a double veranda, 12 feet wide, covered by a roof of the main building, thus adding greatly to the comfort of the girls. This is one of the most beautiful buildings on the grounds, a truly ideal home for young ladies.

4. The Library Building.

Through the beneficence of the Phillips family Phillips

University now has a new library building, which cost approximately $25,000.

In the basement there are located sanitary closets, committee rooms and two large rooms for our Christian Associations. The main floor is given up entirely to library purposes. It contains one large room which is occupied by book stacks and reading tables, a reference library room and a reading room. The third story is occupied by two large literary halls, store rooms and committee rooms. The building is of a beautiful architectural design, and fire proof in character. It is located thirty feet south of the main building completing a central group of three buildings: Main Building, Fine Arts Building, and Library Building. The three are connected by corridors, presenting one continuous front of three hundred feet.

The addition of the library building gives to Phillips University a splendid educational plant, ample in proportion, adequate in equipment, and imposing in appearance.

5.—The Gymnasium.

Through the generosity and good will of the people of Enid, aided by the beneficence of the Phillips family, we are able to offer superb athletic facilities.

The new gymnasium is a brick structure. The main room is 60x84 feet with a 25-foot ceiling. It contains a running track six feet wide hung around the entire room. This is sufficiently strong to be used as a gallery at public gatherings. The room is equipped with complete apparatus. The building contains two offices for the accommodation of the Physical Director and Coach. The basement is fitted with lockers and shower baths in two apartments; one for ladies and one for gentlemen.

The college provides competent Physical Directors and Coach, with assistant, to superintend the work on the floor of the gymnasium, and to train the teams and direct the outdoor sports.

SCOPE OF THE WORK.

Phillips University embraces the following colleges and schools:

I. The College of Liberal Arts.
II. The College of the Bible.
III. The School of Education.
IV. The High School.
V. The College of Fine Arts, including Music, Oratory and Art.
VI. The University Hospital and Training School for Nurses.

THE EQUIPMENT.

It is the policy of the board to supply the school with modern, up-to-date equipment. While buildings and equipment cannot make a school, yet it cannot be denied that they constitute a very important factor and our board is fully alive to that fact. This is pre-eminently the day of the library and laboratory in nearly all grades of instruction. Modern methods of teaching make much use of these agencies. An extensive equipment has been installed.

1.—The Library.

A good working library has become an indispensable part of the equipment of high grade schools. Students are sent to the library to make much of their preparation for class-room work. Even in the high school and preparatory schools of colleges and universities, and in the higher grades of instruction, the library is indispensable. We have installed a good working library. We have placed about five thousand five hundred volumes of well-selected books on our shelves as a start for a library and we expect to add several hundred volumes each year.

The development of library science during the last few years has made it very evident that a library in the true sense is not merely a certain number of books. The modern

library movement seeks to increase by every possible means the usefulness and accessibility of books. Five thousand well-chosen volumes, classified, catalogued and accessioned, according to modern methods may better deserve the name of library than five times that number carelessly or erratically arranged. Practically all libraries today have card catalogues and shelf lists. Cataloguing has become a science. It is the purpose of Phillips University to enter thoroughly into the spirit of this modern movement. The library has been accessioned, classified, and catalogued according to the "Dewey System," this together with indexes, reference books, reading rooms, etc., makes the library a very valuable factor in the University.

All students will find it necessary to use the library more or less. Department libraries are provided with the Professors of the various schools and colleges send their students to the library for a part of their preparation for class and for special investigation from time to time. In connection with the library there is a reading room, supplied with the leading magazines and serials which students can use whenever they have spare moments.

2.—The Laboratories.

The Board of Trustees recognize fully the value of laboratories and their absolute necessity to a school that aspires to be abreast of the times in its method of instruction. The laboratory method is now employed in almost every department of study and investigation. Recognizing this fact, we have provided four laboratories—Chemical, Biological, Botanical, and Physical. We have already expended thousands of dollars, and, as a matter of course, we will add to this equipment year by year.

College of Liberal Arts

College of Liberal Arts

FACULTY.

ISAAC NEWTON McCASH, LL. D., President.

ARTHUR F. REITER, A. B., Dean, Professor of Chemistry and Physics.

FRANK H. MARSHALL, Ph. D., Professor of Biblical and Patristic Greek Language and Literature.

SAMUEL H. HORNE, A. B., Professor of Psychology and Education.

GUY K. STANTON, A. M., Professor of Biology.

CLAUDE C. TAYLOR, A. M., Professor of Semitic Languages and Literature.

ROY J. WOLFINGER, A. M., Professor of English Language and Literature.

MAGDALINA STUKEY, A. M., Professor of Modern Languages and Literatures.

FRANK A WELLMAN, A. M., Professor of History and Political Science.

WILBUR H. CRAMBLET, Ph. D., Professor of Mathematics and Astronomy.

H. CLAY SMITH, A. M., LL. B., Professor of Philosophy.

ELIZABETH S. DONAGHY, B. O., Instructor in Physical Training for Women.

CLAUDE R. NEWCOMB, Instructor in Physical Training for Men.

The College of Liberal Arts

Its Aims and Purposes.

This is the central college of the University. Its work is fundamental to that of the other departments and enters more or less into the work of all. The great aim of this college is education in its broadest sense. The discipline and culture of the students are the ends sought. Specialization is the idea that enters into the work of the other schools, but this, in the very nature of the case, must be preceeded by disciplinary study in order that it may be done with greatest profit. Students are urged to take as much of this work as possible as a basis for all professional studies. The spirit of the institution is thoroughly modern, and its purpose is to pursue, as far as possible the methods of the best universities. The complete college course should be taken if it can be done.

Rank of the College of Arts.

The entrance requirements and requirements for graduation have been made equal to those of the state universities in the surrounding states, and, so far as is practicable, uniform with them. Conformity to the standards adopted by the North Central Association of Colleges and Secondary Schools has been sought on all points.

Entrance Requirements.

No student will be admitted until he has furnished satisfactory evidence that he has adequate preparation. To enter the freshman year he must have done approximately the work laid out in a good high school, or the equivalent. In the absence of certificates from schools of acknowledged standing, or other reliable information, applicants for entrance must take examinations. Fifteen properly selected high school units are required for unconditioned college entrance. Students are allowed to enter with fourteen units as unconditioned students, with the understanding that the condition be removed during the first year.

Required of All Students—15 Units.

1. **English** ..... **3 Units**
This must include (a) Composition, 1 unit; (b) Elementary Rhetoric, 1 unit; (c) American or English Literature, 1 unit; Uniform college entrance requirements recommended.

2. **Mathematics** ..... **2 Units**
Including (a) Algebra, 1 unit; (b) Plane Geometry, 1 unit.

3. **Foreign Language** ..... **2 Units**
These units must be offered in one language. They may be offered in Latin, Greek, German, French, or Spanish.

4. **Science** ..... **1 Unit**
This unit must be selected from the following: Botany, Zoology (a combination of Botany and Zoology may be offered), Physics and Chemistry.

5. **History** ..... **1 Unit**
One unit of the following must be offered: Ancient History, Modern History, English History, American History, (One-half unit each of American History and Government may be offered.)

6. **Electives** ..... **6 Units**
These electives are described in detail below.

Definition of Unit.

One unit represents the completion of a year's work in a given subject, recitations being daily, for a school session of nine months. The recitations should be 45 minutes each. 15 units represent the work done during the four years' study in a first-class high school, the student taking about four subjects each year. All the units offered for entrance must represent work done above the eighth grade of the public schools.

Note.—Students lacking one unit may enter the freshman class of the college conditioned, but must make up the deficit during the first year.

Graduates of Approved High Schools.

Students with diplomas from approved high schools are admitted to the freshman year of the College of Arts. Each individual unit, however, must be standardized, and whenever a shortage occurs, it must be made good. The College of Liberal Arts accepts as its list of accredited high schools the lists of the state inspectors.

Description of Entrance Units.

1. English. Four units, three required. The requirement is that recommended by the National conference on Uniform Entrance Requirements in English (three units.) A fourth unit may be offered, provided the work has been approved by the State Inspector.

2. Mathematics. Two required. The required units are (a) Elementary Algebra through quadratics, one unit. (b) Plane Geometry, one unit. Other units permissible are Solid Geometry, one-half unit; Algebra, additional one-half unit, taken after Plane Geometry; Plane Trigonometry, one-half unit; Advanced Algebra, one-half unit, taken after Plane Trigonometry. (Commercial Arithmetic, one-half unit, may be offered only under the most favorable circumstances, and must be taken after Plane Geometry).

3. Latin. Four units. (a) Beginner's Latin. (b) Four books of Caesar's Gallic War. Selections from Nepos may be substituted for one book. Prose composition. (c) Six orations of Cicero. Sallust's Catiline may be submitted for two orations. Prose composition. (d) Six books of Virgil's Aeneid and Prose composition. Ovid may be substituted for part of Virgil.

4. Greek. .Three units. (a) Elementary Greek, Xenophon's Anabasis begun. (b) Xenophon's Anabasis, three or four books or equivalent in Attic prose. Composition. (c) Advanced Greek.

5. German. Four units. (a) Elements of Grammar, and reading of about 100 pages of easy German. (b) Additional Grammar, composition, writing from dictation. Translation, such as Schiller's Wilhelm Tell. (c) Review of Grammar. Translation of about 400 pages of standard German. (d) Advanced German.

6. French. Four units. (a) Elements of Grammar, and reading or 100 pages of easy prose. (b) Syntax, and 300 pages of standard French. Composition. (c) and (d) Advanced French. Two units of Spanish may be offered in the absence of French.

7. Natural Science. Six units.

(a) Physiography. One unit or one-half unit. Note books and maps required. This may include Geology, one-half unit.

(b) Physics. One unit. Recitation and experimental work in laboratory. Note book required.

(c) Chemistry... One unit. Text book, and work in laboratory. Note book required.

(d) Botany. One unit. Text book, laboratory work, note book and field excursions. One-half unit may be offered.

(e) Zoology. One unit. Text book, laboratory work and field excursions. One-half unit may be offered.

(f) Physiology. One unit. Text book, drawing and laboratory methods. One-half unit may be offered.

(g) General Science. One unit.

The sciences (b) to (f) should be taken in the eleventh and twelfth grades, and will not receive credit if taken earlier than the tenth. Each unit represents three periods of 45 minutes per week devoted to recitation, and two double periods per week spent in laboratory work.

8. History. Four units. One unit required.

(a) Ancient History. One unit. Text book, outlines, drawings, maps, etc. At least 200 pages of assigned reading should be given in first or second year of the high school.

(b) **Modern History.** One unit. Text book, outlines, etc. At least 300 pages of assigned reading. Should be taken immediately following the year of ancient history.

(c) **English History.** One unit. Standard text and at least 300 pages of assigned reading.

(d) **American History.** One or one-half unit.

(e) **American government.** One-half unit. (d) and (e) should be taken in the third or fourth year high school, and should require at least 350 pages of assigned reading.

9. Vocational Subjects. Three units may be offered. (a) Agriculture, one or one-half unit. (b) Domestic Science, one or one-half unit. (c) Commercial Geography, one-half unit (d) Commercial Law, one-half unit. (e) Drawing, one or one-half unit. (f) Bookkeeping, one unit. (g) Commercial Arithmetic, one-half unit. (h) Psychology, one-half unit. (i) Pedagogy, one-half unit. (j) Typewriting and Stenography, two units. Only two units may be offered in Commercial subjects. (k) Manual training, one unit.

WORK REQUIRED FOR THE DEGREE BACHELOR OF ARTS.

1. REGULATIONS GOVERNING THE ELECTION OF COURSES IN THE FRESHMAN AND SOPHOMORE YEARS.

During the freshman and sophomore years, the student must choose his subjects according to the Group System, outlined below. The purpose of the first two years of the college is to continue the curriculum of the high school, along general lines.

Required of all Students.

1. Rhetoric. All students are required to take this subject in the freshman year. 5 hours.

2. Bible. Required of all students during the freshman or sophomore year. 6 hours.

3. Physical Training. Two hours per week during the freshman and sophomore years.

Credit same as for laboratory work, 4 hours.

Group Requirements.

Every student is required to do work in two out of three departments in each of Groups **I, II, and III.**

I. Language	1. English Language, 5 hours. 2. Ancient Languages, 6 hours, 8 hours if beginning a language. 3. Modern Language, 6 hours, 10 hours if beginning a language.
II. Science	1. Mathematics, 6 hours. 2. Physical Science, 5 or 6 hours. 3. Biological Science, 5 or 6 hours.
III. History and Social Sciences	1. History and Political Science, 6 hours. 2. Philosophy and Education, 6 hours. 3. Biblical History and Literature, 6 hours.

II. REGULATIONS GOVERNING THE ELECTION OF COURSES IN THE JUNIOR AND SENIOR YEARS.

1. Major Subject. Each student must select one department for his major subject, not later than the beginning of his junior year. He must complete in this department courses totaling not less than twenty-four (24) semester hours, nor more than forty (40) semester hours, in addition to the group requirement in this department.

2. Minor Subject. Also, the student must elect a department for his Minor subject, and complete a minimum of twelve (12) hours, of which at least eight (8) hours must be advanced courses.

The subjects of the Major and Minor must be chosen with the advice and consent of the professor in charge.

III. FREE ELECTIVES.

In addition to the work required above, sufficient electives must be chosen to make a total of 124 semester hours, or credits; and sufficient standing must be maintained to result in a total of 124 points of credit, in order to obtain the degree of Bachelor of Arts.

Definition of Credit.

A college credit represents one full hour period of recitation each week for one semester. A student reciting creditably 16 hours work per week for four years would do the prescribed amount of work.

COMBINED COURSE WITH PROFESSIONAL SCHOOLS.

Students who have completed the Junior year in residence in Phillips, who have made an approved choice of electives, and satisfied our group requirements for the Freshman and Sophomore years, may do the entire work of the Senior year in any approved school of Engineering, Law, Medicine or Journalism. Students finishing this Senior year's work and furnishing an official transcript of the courses taken and the grades received may, upon application for graduation and payment of graduation fee, be granted the A. B. degree as if in residence at Phillips. We also have combined courses for teachers and ministers, but in these cases all work is taken in residence.

The work to be done in Phillips College in each of these combined courses is as follows:

Arts—Medical.

Required courses: Inorganic chemistry, 10 hrs.; college algebra and trigonometry, 5 hrs.; physics with laboratory course, 10 hrs.; biology, zoology or botany, 10 hrs.; modern language, German or French, 10 hrs.; and college rhetoric, 5 hrs.; physical training, 4 hrs. Additional work in chemistry is recommended. Electives to make a minimum of 96 hrs.

Arts—Law.

In addition to group requirements, free electives from English, French, history, government, science, philosophy, and religion to make a minimum of 96 hrs.

Arts—Engineering.

Engineering students will select their work chiefly from mathematics, physics and chemistry; also science, modern language, English and government to make a total of 96 hrs.

Arts—Journalism.

Three years of well distributed college work according to our group requirements, possibly emphasizing English, to a minimum of 96 hrs. credit.

Arts—Ministerial.

Regular four year college course satisfying group requirements, taking a major in Biblical language and literature. Total 124 hrs.

It is, however, recommended that all ministers take five years for this course making a minimum of 154 hrs., of which 108 hrs., shall be well recognized college work. Both the B. A. and M. A. degrees would then be granted.

Arts—Education.

The regular four year college course distributed according to group requirements with a major in education and psychology. Electives to make 124 hrs.

Students completing this course may, upon application, receive a state high school life certificate in Oklahoma and Kansas.

COMBINED COURSES APPROVED BY THE UNIVERSITY OF OKLAHOMA.

I. LAW.

Arrangements have been made with the University of Oklahoma, whereby candidates may complete a combined course in Arts and Sciences and in Law in six years, receiving the degree of Bachelor of Arts from this University, and the degree of Bachelor of Laws from the University of Oklahoma. Such students will be required to complete the first three years work of the course leading to the degree of Bachelor of Arts at this University as outlined above and may then, with the consent of the President, transfer to the University of Oklahoma, and on the satisfactory completion of the first year's work in law will be granted the degree of B. A. from this University.

II. MEDICINE.

A similar arrangement has been made, whereby candidates may complete a combined course in Arts and Sciences and in Medicine in seven years, receiving the degree of B. A. from this University, and the degree of M. D. from the University of Oklahoma. Such students will be required to complete the first three years' work of the course leading to the degree of B. A. in this University but must include therein the specific subjects required for admission to a standard medical school. These courses are: Chemistry, one year; physics, one year; biology, one year; and a reading knowledge of one foreign language. The students may then, with the consent of the President, transfer to the University of Oklahoma, and on the satisfactory completion of the first year's work in Medicine will be granted the degree of B. A. by this University.

III. ENGINEERING.

A similar arrangement has been made, whereby candidates may complete a combined course in Arts and Sciences and in Engineering in from six to seven years, depending upon the selection of courses, receiving the degree B. A.

from this University and the degree B. S. in Mechanical, Electrical, Civil, or Chemical Engineering from the University of Oklahoma. Such students will be required to complete the first three years' work of the course leading to the degree Bachelor of Arts at this University as outlined above, and may then, with the consent of the President, transfer to the University of Oklahoma, and on the satisfactory completion of 28 hours of approved courses in Engineering will be granted the degree of B. A. by this University.

WORK REQUIRED FOR THE DEGREE MASTER OF ARTS.

I. The student, having previously received the bachelor's degree from this or some other institution of equal rank, must be enrolled as a resident student and pursue his work under the personal direction of the committee on graduate work, for at least two semesters.

II. He must do work amounting to at least 30 credits. Some of his subjects may be chosen from the junior and senior studies of the undergraduate college, none below these years. The remainder of this work may be special, under the oversight of a professor appointed by the committee.

III. The candidate must prepare a thesis of merit, representing considerable research, the thesis to be prepared under the direction of the professor appointed by the committee. The theme for the thesis must be presented and approved not later that Oct. 15. The thesis must be completed not later than May 1.

IV. The candidate must pursue his graduate studies along the lines of the major and minor subjects of his undergraduate work.

THE GRADING SYSTEM.

For various reasons, the faculty deemed it advisable to adopt the group system in keeping grades. To designate

these groups the following terms are used, being represented on the Professors' report by the initial letter of the group name:

E—Excellent.
S—Superior.
G—Good.
M—Medium.
I—Inferior or just passed.
C—Condition.
F—Fail.

A student receiving the grade F in any subject must take the course over in class before any credit will be given.

Points of Credit.

One point of credit is given with each hour of credit earned by a student whose work in that course is graded Inferior (I) provided the student has not been absent from any recitation in that course. Points of credit are given with the other grades in accordance with the following table: (See cuts).

Cuts.

A cut is defined to be an excused absence. An unexcused absence counts as two cuts. Three unexcused tardies count as one cut. These cuts operate to lower the points of credit in accordance with the following table:

Points of Credit.

Grade	No. Cuts	One Cut	Two Cuts	Three Cuts	
E	1.20	1.15	1.10	1.05	
S	1.15	1.10	1.05	1.00	
G	1.10	1.05	1.00	.95	
M	1.05	1.00	.95	.90	
I	1.00	.95	.90	.85	
C	.95	.90	.85	.80	
F	—.10	—.10	—.10	—.10	

It will be seen that each cut reduces a student's points of credit .05; students whose grades are below M are not eligible to represent Phillips University in any intercollegiate contest. No points of credit are given for Physical Training.

Courses of Instruction

BIOLOGICAL SCIENCES.

Professor Stanton.

The purpose of this department is to give a working knowledge and understanding of the subject matter of each course. Students majoring in Biology should arrange their work soon after entering college. Course 1 will ordinarily meet the group requirement in biology.

Laboratories. The biological laboratories, located upon the fourth floor of the main building, are well lighted and commodious, making them exceptionally well fitted for dissecting and microscopic work. The laboratories are equipped with compound microscopes, dissecting microscopes, low power magnifiers, dissecting sets, human skeleton, Philtz life size manikin, set of 28 Bock-Steger's anatomical models, mounted cell and tissue slides and dissecting material.

I. BIOLOGY.

1. General Zoology. A general survey of the field of zoology with reference to classification, relationship, distribution, ecology, life history and the bearing of biological problems on human progress. The laboratory work consists of a study of type specimens. Two recitations and three laboratory periods a week. Occasionally Saturday afternoon will be devoted to field work. First semester, 5 hours.

Text Hegner's College Zoology. First semester, 5 hours.

2. Vertebrate Zoology. A detailed study of the vertebrates, designed especially for students preparing for the study of medicine or those specializing in biology. The lab-

oratory work consists of a careful dissection and study of type specimens of the vertebrates. Two lectures, one quiz and two laboratory periods a week.

Text, Parker and Haswell's Text-book of Zoology. Vol. II.
Second semester, 5 hours.

3. **Human Physiology.** An advanced course covering the study of fundamental physiological actions, differentation of tissues, skeleton, blood, cartilage, motor organs, alimentary canal and urogenital organs. Excellent course for students preparing to study medicine. Three recitations and two laboratory periods a week.

Text, Martin's Human Body. First semester, 5 hours.

4. **Hygiology.** A very practical course in the study of sanitary science as it concerns health and disease, infection and contagion, their dissemination and control. Students will investigate sanitary conditions in Enid and make a special study of our city sewerage system, the State Institute for the Feeble Minded and the University Hospital.

Text, Harrington's Practical Hygiene.
Second semester, 5 hours.

5. Bionomics. An introduction to some of the most important questions of theoretical biology, such as the origin of species, structures of protoplasm, mechanism and vitalism, variation, mutation, etc. Work consists of lectures, discussions, library readings and numerous reports.

Text, Jordan and Kellogg's Evolution and Animal Life.
First semester, 3 hours.

6. Heredity. An exposition of the biological laws of Eugenics with emphasis upon recent investigations in heredity. Observations will be made along the line of heredity in animals, plants, and men. This will be found of especial value to ministerial students or those preparing for medicine.

Text, Walter's Genetics.
(1917-18) First semester, 2 hours.

7. Anthropology. The natural history of man. The antiquity of man. Man's physical, social and mental characteristics. Methods of obtaining food, shelter, and distribution over the earth. Evidences of Tertiary man. Relics of man found in the gravel drift, caves and mounds. The beginnings of art and industry. The division of labor. The origin and development of language.

Text, Tylor's Anthropology.

1917-18 Second semester, 2 hours.

8. Ethnology. Origin of races and ethnic groups. Racial differentation and development. Characteristics of ethnic society. The conflict and survival of races. Influence of geographical and physical environment. Comparison of natural and civilized races.

Text, Deniker's "The Races of Men."

Second semester, 3 hours.

9. Advanced Courses. Students with adequate elementary training in biology may arrange for work in Botany, Cytology, Entomology, Parasitology, Protozoology, Histology, Embryology, or Ecology, with a maximum amount of five hours' credit in the subject chosen.

II. GEOLOGY.

1. General Geology. An introduction to the fundamental principles of geology, designed for students desiring the study as a part of a liberal education. Class room work will be supplemented with field excursion in order that the students may be placed in direct contact with geological problems. The history of the succession and distribution of the earth's crust as recorded by the fossil fauna and flora will be studied.

Text, Chamberlain and Salisbury's College Geology.

First semester, 5 hours.

***2. Physiography.** A study of the development of land forms and of the agents which produce them. Special consideration is given to the life history and work of streams,

to glaciers, the ocean, climate, etc. An excellent course for teachers.

Text, Tarr and Martin's College Physiography.

Second semester, 3 hours.

3. Oil Geology. A course of lectures, readings, reports and field investigations dealing with the origin of gas and oil. Students will study the conditions under which oil is found by the location of anticlines and synclines. Methods of drilling, transportation and commercial uses of the by-products will be studied.

Text, National and State Reports.

Second semester, 2 hours.

4. Economic Geology. A general study of the metallic products of mine and quarry, considered from a scientific and a practical standpoint, including the nature, origin, amount, and geographic and geologic distribution of the same. Prerequisites, elementary chemistry and geology 1. Lectures, library work and recitation.

Text, Ries Economic Geology. Second semester, 5 hours.

*Teachers may enroll in courses I.—1, 2, 3, 4, and II.—2 for the pedagogy of these subjects.

BIBLICAL AND PATRISTIC GREEK LANGUAGE AND LITERATURE.

Professor Marshall.

The aim of this department is to give a survey, as broad as the limits allow of the Jewish and Christian Greek Language and Literature from 280 B. C. to 200 A. D. Courses 1 and 2 will satisfy the requirements of Ancient Languages in Group 1.

1. COURSES IN GREEK.

1. Elementary Greek. Study of Etymology, with daily drill in composition. First semester, 4 hours

2. Elementary Greek. Completion of the study of the paradigms. Composition continued. Reading of the Gospel and Epistles of John. Second semester, 4 hours.

3. The Gospels of Matthew and Mark. Translation, word studies, and New Testament Greek grammar. First semester, 4 hours.

4. The Gospel of Luke and Apocalypse. Grammar continued Second semester, 4 hours.

5 and 6. The Septuagint. Translation from Kings, the Psalter, Isaiah, Wisdom of Jesus, and I. Maccabees. Studies in the grammar and history of the Septuagint, and the relation it sustains to the Hebrew of the Old Testament and the Greek of the New Testament.
(Offered 1915-16). First and second semester, 1 hour each.

7 and 8. Patristic Greek. Translation of the Didache, Shepherd of Hermas, First Apology of Justin Martyr, Selected Epistles of Clement, Ignatius, Barnabas, Polycarp, Fragments of Papias, with general survey of Patristic Literature until Latin became the official language of the church. (Offered 1916-17). First and second semesters, 1 hour each.

II. COURSES IN ENGLISH.

13. The Gospel of Matthew and Mark. The Teachings of Jesus, and the sects of the Jews.

First semester, 3 hours.

14. The Gospels of Luke and John.

Second semester, 3 hours.

(For courses 9-12 and 15, 16, see College of the Bible).

17. The Literature of the New Testament. A general survey course, embracing an outline study of the Gospel, with selected portions of the other books of the New Testament. The purpose of this course is to give to college students a cursory knowledge of the New Testament Scriptures. Open only to those who have not taken courses 13 and 14.

First semester, 3 hours.

ENGLISH LANGUAGE AND LITERATURE.

Professor Wolfinger.

Courses in English prose:

1. To teach more efficient oral and written English.

2. To study the history, form and style of the English language.

3. To encourage original thought and research.

Courses offered:

1 and 2. College Rhetoric. An introduction to the study of literary technique. Daily practice in composition. Assigned readings and reports. Required of all college students before graduation, and preliminary to all other English courses. May not count for a major. Offered the first semester, to a maximum of thirty students and repeated the second semester as English 2.

Text, "Composition and Style," Brewster.

Both semesters, 11:30, 5 hours.

3. Historical Grammar. A college class in the development and structure of the English Language. Assigned readings and reports. Extensive study of the English Dictionary. Course is recommended for teachers of English Grammar and Language.

First semester, 2 hours.

4. The Short Story. A ourse in the composition, technique and study of the short story. Offered to those who intend to write professionally, but helpful to all students of English Literature. Second semester, 3 hours.

5. American Poets, and 6, American Prose. Not offered during 1916-1917. See note I.

7. Argumentation and Debate. Offered if desired. See note 2.

8. Mythology. Offered if desired. See note 2.

9. The Novel. A course in the technique, history and study of the novel. A novel of Howells, Hawthorne, George Eliot, Thackeray, Dickens, and Hugo will be studied in detail, and books of many others will be read. This course demands rapid reading, and much of it.

First semester, 3 hours.

10. The Essay. A course in the technique, history and study of the essay. Essays of Emerson, Carlyle, Lowell, Macaulay, Lamb, Bacon and Stevenson will be studied in detail, and many others will be read. This course follows English 9, and requires as much reading.

Second semester, 3 hours.

11 and 12. English Poets. See note 1.

13. Tennyson-Browning. A survey of the lives, influences and poetical works of these two men. Course for those who have had English 5 or 11-12 or equivalent.

First semester, 2 hours.

14. Milton-Wordsworth. A companion course to English 13. Second semester, 2 hours.

15. Shakespeare. The study of a number of Shakespeare's leading comedies, noting also the playhouse, actors, texts, and history of the Elizabethan drama. Assigned readings and reports, in addition to the plays to be studied in detail. First semester, 4 hours.

16. Shakespeare. English 15 continued. The study of a number of Shakespeare's tragedies, noting also the author, his methods of construction, his characters and his influence on English. Second semester, 4 hours.

17. Pedagogy of English. Offered if desired. See note 2.

Note 1.—English 5 and 6, 11 and 12 will be offered for their alternates—English 3 and 4, 9 and 10—in case there is a sufficient demand for the change.

Note 2.—English 7, 8 and 17 may be taken as seminars, in whole or in part, depending upon arrangements with the instructor.

HISTORY, POLITICAL SCIENCE AND ECONOMY.

Professor Wellman.

The study of history is the study of the progress of humanity. This progress is told best in man's institutions; emphasis ought therefore be placed on these monuments; this purpose will be prominent in the courses described below.

The student of history ought not to hold it sufficient that the mere event be held in view; he should endeavor to gain such knowledge and understanding of precedent facts, the event and the resultant effect, not alone upon the parties involved upon the meaning and import of the period under consideration.

Either 1 or 2 will absolve the group requirements in history. If the student elects 1 or 2 to absolve the group requirements, he may count all other courses as majors in history. Courses 1 and 2 are designed primarily for freshmen and sophomores, being fundamental and introductory to all other work in European history.

I. HISTORY.

1. Europe in the Middle Age. A study of European History from the beginning of the barbaric invasions to the close of the Medieval period.

The text book will be supplemented by collateral reading, quizzes, reports, outlines and maps. A well-kept note required. First semester, 5 hours.

2. Modern Europe. A survey of European History from the close of the Medieval period to the present time. Method of instruction, similar to that employed in Course 1.

Second semester, 5 hours.

3. English History. A study of the rise and growth of economic and political institutions from early times to the present.

(Omitted, 1916-17). First semester, 4 hours.

4. Renaissance and Reformation. A careful study of the political, economic, social, intellectual and artistic development of the Italian people during the last two centuries of the Medieval period. Part 2 of the course develops the connection between the Renaissance and the Protestant Reformation and deals with the progress of the sixteenth century.

(Omitted 1916-17). Second semester, 4 hours.

5. Europe Since 1815. A close study of events and the alignment of forces which have brought about the present conditions, political, social, religious and economic in Europe.

Second semester, 3 hours.

6. Advanced History of Greece and Rome. A detailed study of the institutional development of Greece to the death of Alexander the Great; a like study of Rome to the fall of the Empire in the west.

First semester, 4 hours.

7. Balance of Power and Revolutionary Europe. An intensive study of the diplomatic history of Europe from 1715 to 1789, followed by a similar investigation of the revolutionary movement from 1789 to 1815.

Second semester, 4 hours.

8. Contemporaneous Hebrew History. (Not Biblical).

(a) Contemporaneous Old Testament History. A study of the rise and development of ancient nations with special reference to their influence upon the Hebrews.

(b) History of New Testament times. The political history of Palestine and the Graeco-Roman world.

(Omitted 1916-17). First semester, 3 hours.

9. General Church History. A careful study of the developments of the church with a close observance of its influence upon the thought and politics of the various periods. For advanced students only.

Second semester, 3 hours.

10. Political History of the United States. An intensive study of United States History from the American Revolution to the end of Jackson's Administration.

First semester, 3 hours.

11. Political History of the United States. A continuation of course 9; studying the period from Jackson to the present time.

12. Pedagogy of History. A course in study of the best methods of instruction in History and Civics for high schools. (Offered on demand). 3 hours.

II. POLITICAL SCIENCE.

1. Principles of Political Science. Deals with the fundamental principles of Political Science; the theory of the state, its origin, development, powers and organization; the classification of states and questions of law rights and citizenship. For advanced students only.

(Omitted 1916-17). First semester, 4 hours.

2. American Government. A systematic study of the development and structure of American Government, national, state and local, with emphasis upon actual workings.

(Omitted 1916-17). Second semester, 4 hours.

3. City Government. Designed to meet the need for a more definite knowledge concerning the rapid advancement in the solution of municipal governmental questions; a close comparison of various systems will be made in the attempt to determine the system best suited to American social and political ideals. First semester, 3 hours.

MATHEMATICS.

Professor Cramblet.

1. (2) Freshmen Mathematics. The course consists of of College Algebra, Plane Trigonometry and a correlated study of elementary portions of analytic geometry, calculus, and mechanics. The rules for area and volume in solid geometry will be developed by the method of the calculus. Particular attention will be given to the use of graphs in the interpretation of results. First and second semester, 3 hours.

3. (4). Analytic Geometry and Calculus. Mathematics 1, or Trigonometry and College Algebra prerequisite. This course includes a study of the properties of conic sections, higher plane curves and the technique of the differential and integral calculus. The conicoids will be studied in connection with multiple and repeated integrals. Especial emphasis will be laid upon the solution of practical problems from the various fields of science.

First and second semester, 3 hours.

5 (6). Advanced Calculus. Mathematics 2, prerequisite. This course includes among other topics, work in series, Cauchy's integrals, partial differentiation and integration with applications to curves and surfaces, and the solution of linear differential equations.

First and second semesters, 3 hours.

(7). Differential Equations. Mathematics, 2 prerequisite. This course is a part of Mathematics 3 but may be elected separately upon approval of the professor in charge. The general solution of the linear differential equation will be studied. Second semester, 3 hours.

8 (9). Teacher's Course. Mathematics 2, prerequisite. This course is designed especially for those planning to teach mathematics. Among the subjects to be treated are determinants and matrices, invariants, cross ratio, projective geometry, and elementary functions of both the real and the complex variable.

First and second semesters, 3 hours.

10. Pedagogy of Mathematics. Mathematics 1, prerequisite. By means of selected topics an effort will be made to give the student a point of view that will help him in the teaching of mathematics. The axioms of geometry will be examined. The algebra will be studied from the number viewpoint. Special attention will be paid to methods of class room presentation. First semester, 3 hours.

11. Plane Surveying. May be taken in conjunction with Mathematics 1. Field work with level, transit, and plane table; correction of errors; drawing of contour maps. Second semester, 2 hours.

12 (13)...Mechanics. Mathematics 2, prerequisite. The principles of Mechanics based on Newton's laws of motion, with applications to the simpler problems of motion and of equilibrium. First and second semester, 3 hours.

14. Descriptive Astronomy. This course is intended primarily for the study of the historical and physical side of astronomy. Second semester, 3 hours.

15. Descriptive Geometry. Solid geometry prerequisite. Text and drawings illustrating the geometric magnitude in space, in different perspectives, their intersections, shades and shadows. Second semester, 3 hours.

16 (17). Mechanical Drawing. Offered in Art Department. First and Second semester, 3 hours.

MODERN LANGUAGES.

Professor Stukey.

I. GERMAN.

Our aim is to know about Germany and the Germans, to know their language and literature. German is used in the class room as much as practicable.

An attractive feature is the **Germania** with its programs, consisting of songs, declamations, plays and games.

Aus Nah Und Fern is used in all classes for supplementary reading.

The first year German aims to give the student correct pronunciation, drill in speaking the language, ability to read easy German at sight, practical knowledge of the principles of the language, training in defining the words of the text in other German words, and information about Germany and Germans.

The second year German continues the study of the principles of grammar, including oral and written composition, or paraphrasing, and enters upon the study of prose and poetic literature.

Courses 1 and 2, or two years of high school German prerequisite for courses 3-6. Six additional hours prerequisite for courses 7-10.

1. **Elementary German.** The class text, such a book as Walther and Krause's Beginners' German, or Gronow's Jung Deutschland. The Till Eulenspiegel stories are read as soon as the class is able to read them with pleasure. Proverbs, quotations, poems, and songs are features of the work. First semester, 5 hours.

2. **Elementary German.** Oral and written composition as a basis for conversation and grammar. The reading selected from Storm, Gerstaecker, Seidel, Benedix, and Wildenbruch. Proverbs, quotations, poems, and songs continued. Second semester, 5 hours.

3. The Drama and the Novel. Reading and paraphrasing. Hoffman's Iwan der Schreckliche, and Schiller's Der Neffe als Onkel are read.

(1916-17). First semester, 3 hours.

4. Lessing and His Works. Minna von Barnhelm and Emilia Galotti or Nathan der Weise are read intensively. Reports made from some of his other works.

(1916-17). Second semester, 3 hours.

5. The Drama and the Novel. Freytag's Die Journalisten studied carefully, and Sudermann's Frau Sorge read.

(1917-18). First semester, 3 hours.

6. Schiller and His Works. The selections for reading are made from the following; Wilhelm Tell, Marie Stuart, Die Jungfrau von Orleans, and Wallensteins Tod.

(1917-18). Second semester, 3 hours.

7. Goethe. The study of Goethe's works, except Faust based on Bernhardt's Meisterwerke. Grimm's Life and Times of Goethe serves.

(1916-17). First semester, 2 hours.

8. Goethe. Selections from Faust, Parts I and II. Taylor's Translation of Faust used as a reference.

(1916-17). Second semester, 2 hours.

9. History of German Literature. Stroebe and Whitney's Geschichte der Deutschen Literatur used for a general survey of the subject, covering the time from the beginnings of German Literature to the Romantic Movement. Reports from Thomas' Anthology.

(1917-18). First semester, 2 hours.

10. History of German Literature, continued. Especial attention is given to the Romantic Movement, and the succeeding great movements studied. Illustrative works read and reports made.

(1917-18). Second semester, 2 hours.

11. The Pedagogy of German is offered as a substitute for 7 and 8, or 9 and 10, when demand justifies it.

II. FRENCH.

The following courses are so planned as to give the students a reading knowledge of French, acquaintance with the life of the people and ability to use the language correctly, "Choses et Autres" used for sight reading.

First Year—The aims of the elementary courses are correct pronounciation, a certain degree of ease in reading and speaking French, and a knowledge of the elements of French grammar.

Second Year—Kastner and Atkins' Short History of French Literature is used throughout the second year for a general survey of French Literature and its authors. Fontaine's Livre de Lecture et de Conversation forms the basis for grammar review, composition and conversation. "Choses et Autres" used for rapid reading.

1. Elementary French. Walthe and Ballard's Beginners' French. Snow and Leben's Easy French, Guerber's Contes et Legendes; or some other text of similar grade is studied. First semester, 5 hours.

3. Modern Writers. The reading selected from the following: About's Roi des Montagnes, Daudet's Trois Contes Choisis, Maupassant's Huit Contes Choisis, and Halevy's L'Abbe Constantin.

(1916-17). First semester, 3 hours.

4. Victor Hugo's Life and Writings. The romantic drama, Hernani, and the romance, Les Miserables from an abridged edition.

(1916-17). Second semester, 3 hours.

5. Prose and Poetry. An intensive study of one of the following supplemented by several others more hastily; Read Dumas' Trois Mousquetaires, Labiche et Martin's La Poudre aux Yeux, Merimee's Colomba, and Sand's La Mare ou Diable.

(1917-18). First semester, 3 hours.

6. The Classic Period in French Literature.. The readings selected from Corneille's Cid; Racine's Esther, or Athalie; and Moliere's L' Avare, Les Precieuses Ridicules, or La Malade Imaginaire.

(1917-18). Second semester, 3 hours.

OLD TESTAMENT LITERATURE.

Professor Taylor.

I. COURSES IN LANGUAGE.

1. Elementary Hebrew. The essentials of grammar are mastered using the inductive method, based on the first eight chapters of Genesis. A part of the text is committed to memory and thorough drill is given in composition.

First semester, 4 hours.

2. Grammar and Reading. The work of the first semester is continued and completed. A wide vocabulary is acquired and further reading is done in the book of Genesis.

Second semester, 4 hours.

3. Historical Hebrew. A reading course in Hebrew historical literature, centering on the Book of Samuel, with sight reading in other books; also a review of the Hebrew verb with special attention to the weak verbs.

(Offered 1915-16). First semester, 3 hours.

4. Hebrew Syntax. Rapid reading in historical Hebrew with a careful study of Hebrew syntax and the thought processes of the Hebrews as revealed in the syntax.

(Offered 1915-16). Second semester, 3 hours.

5. Text and Canon of the Old Testament. Such subjects as the text, canonicity, manuscripts, translation, versions, and languages of the Old Testament will be studied.

First semester, 2 hours.

II. COURSES IN ENGLISH.

6. History of Israel. The rise of the Hebrew nation, and its contact with contemporaneous nations.

First semester, 3 hours.

7. History of Israel. Continuation of 6; a study of the Kingdom of Israel, its power, decline and fall.

Second semester, 3 hours.

8. The Prophetical Element of Hebrew Literature. A

study of the prophetical books of the Old Testament, arranged in chronological order; also the prophetical element of the other books, together with the influence of the prophets upon the government and religion of Israel.

(Offered 1916-17). First semester, 3 hours..

9. (a) The Wisdom Literature of the Hebrews. A study of the sages of Israel, their writings, philosophy of life, and their part in moulding the conduct of the people. (b) The Psalter. Classification of the Hebrew lyrics, and interpretation of the material.

(Offered 1916-17). Second semester, 3 hours.

10. The Literature of the Old Testament. A general survey course intended for students who desire a cursory knowledge of the Old Testament Scriptures. Not open to students who have had courses 6 and 7.

Second semester, 3 hours.

PHILOSOPHY.

Professor Smith.

1. Introduction to Philosophy. This is a general course in Philosophy. First semester, 4 hours.

2. Psychology and Religion. A course in Educational Psychology applied to the development of life and habits and moral conduct. Second semester, 4 hours.

4. The Philosophy of the Christian Religion... A discussion of the attempt (a) to explain religion through nature and men, and (b) to construe Christianity through religion. First semester, 3 hours.

5. Ethics. A course in the principles of the various schools of ethical theorists. Second semester, 3 hours.

PHYSICAL SCIENCES.

Professor Reiter.

I. PHYSICS.

The physical laboratory has commodious, well lighted rooms on the fourth floor of the main building and is completely equipped with American and imported apparatus for the courses advertised below, as well as for some research work. A complete written report will be required of all laboratory experiments performed.

1. *Elementary Physics. Mechanics and heat. A non-mathematical course open to students not offering an entrance unit in physics. Two hours' recitation and three hours' laboratory work. First semester, 3 hours.

2. *Elementary Physics. Magnetism, electricity and light. A continuation of course 1. Two hours' recitation and three hours' laboratory work.

Second semester, 3 hours.

***3. Pedagogical Physics.** A laboratory review of elementary physics, with a discussion of material and most approved methods in class and laboratory.

First semseter, 1 hour.

***4. Pedagogical Physics.** Continuation of course 3.

Second semester, 1 hour.

5. General Physics. A more advanced course in mechanics and heat. A working knowledge of plane trigonometry is helpful but not necessary. May precede or follow course seven. First semester, 3 hours.

6. General Physics. A continuation of course five, in magnetism, electricity and light. May precede or follow course eight. Second semester, 3 hours.

***7. Mechanics and Heat.** A laboratory course in these subjects requiring a working acquaintance with trigonometry. One recitation and two laboratory exercises.

First semester, 3 hours.

*8. **Magnetism, Electricity and Light.** A laboratory course offered as in course seven. One recitation and two laboratory exercises. Second semester, 3 hours.

*9. **Mechanics.** An introduction to the principles of applied mechanics. Prerequisite, differential and integral calculus. Offered in Department of Mathematics.
First and second semesters, 3 hours.

*10. **Electricity and Magnetism.** An introduction to the mathematical theory of the subjects of electricity and magnetism. Prerequisite, the same as course nine.
Second semester, 4 hours.

*11. **Optics.** A mathematical discussion of the theory of light based upon Drude's Theory of Optics. Prerequisite, the same as course nine. First semester, 4 hours.

*12. **Thermodynamics.** A study of the classical thermodynamics and their application to theory of heat, radiation, electricity, and certain phases of physical chemistry. Prerequisite, same as nine. Second semester, 4 hours.

*13 and 14. **Research Physics.** Courses arranged after conference with students. Either semester.

*Only one of these courses will be given each semester.

II. CHEMISTRY.

The chemical laboratory is conveniently located on the fourth floor of the main building, and is provided with individual desks, sinks, lockers, and apparatus to accommodate twenty-eight students working simultaneously. Each student is provided with gas, a bunsen burner, and a hood to carry away noxious gases. The chemical storage room contains a liberal supply of glassware, graduates, mortars, chemicals, etc. A complete written report is required of all laboratory exercises.

1. **Inorganic Chemistry.** A text and laboratory course in oxygen and salts. This is an introductory course in chemistry. Two hours text and six hours laboratory.
First semester, 5 hours.

2. Inorganic Chemistry. A course completing the previous one, studying the metals, and physical chemistry. Two hours text and six hours laboratory.

Second semester, 5 hours.

3. Qualitative Chemistry. An introductory course in the separation and detection of some common elements. Four hours laboratory. First semester, 3 hours.

4. Qualitative Chemistry. A continuation of course three. Four hours laboratory. Second semester, 2 hours.

***5. Organic Chemistry.** A brief study of the more important organic compounds, together with some attention to the laboratory processes for the preparation of such compounds. Two hours recitation and two hours laboratory.

First semester, 3 hours.

***6. Organic Chemistry.** A continuation of course five.

Second semester, 3 hours.

***7. Quantitative Chemistry.** An introduction to quantitative chemistry by gravimetric, volumetric, and electrolytic methods. Prerequisite, courses three and four. One hour recitation or quiz and four hours laboratory.

First semester, 3 hours.

***8. Quantitative Chemistry.** A continuation of course seven. One hour recitation or quiz and four hours laboratory. Second semester, 2 hours.

9. Physical Chemistry. Lectures and recitations; gas laws; kinetic, atomic, molecular and ionic theories; electrochemistry, reaction velocity, chemical equilibrium; and related topics. First semester, 2 hours.

10. Physical Chemistry. Continuation of course nine.

Second semester, 3 hours.

*Not offered during 1916-17.

PHYSICAL TRAINING.

Claude R. Newcomb, Miss Donaghy, Instructors.

Gymnasium. The new gymnasium affords superior facilities in physical culture. It is a large brick building 60 by 84 feet, thoroughly equipped with the best and latest ap-

paratus. Competent instructors and coaches direct the work on the floor of the gymnasium and on the athletic field. Two hours work gives the student one hour credit up to four credits.

1. First Year Course for Men. Floor work, consisting of tumbling, parallel bars, trapese, rings, Indian clubs, dumb-bells, military, etc. Football, basketball, baseball, tennis, or track work may be substituted for this course.

First semester, 2 hours.

2. Course One for Men.—Continued.

Second semester, 2 hours.

3. First Year Course for Women. Drills, wand drills, marching, Indian clubs, dumb-bells, and tennis. Basketball teams will be organized in these classes, also other indoor games will be played. First semester, 2 hours.

4. Course Three for Women.—Continued.

Second semester, 2 hours.

5. Advanced Course for Men. Advanced gymnasium work will be offered for those who have completed course 1 or 2. This offers more complicated work. Lectures will be given on different health problems.

First semester, 2 hours.

6. Advanced Course For Men.—Continued.

Second semester, 2 hours.

7. Advanced Course for Women. Advanced work in the gymnasium, for which course 3 or 4 is prerequisite. More complicated work will be done. Lectures on health problems; given by lady assistant. First semester, 2 hours.

8. Advanced Course for Women.—Continued.

Second semester, 2 hours.

PSYCHOLOGY AND EDUCATION.

Professor Horne.

I. PSYCHOLOGY.

1. Psychology. This is a course in general psychology, including a survey of the mechanism of the nervous system. It aims to introduce the student to the main facts, principles,

problems and methods of psychology, either as a part of his general educational appointment, or as a preparation for professional study in education, law, medicine, business, or the ministry. Hence it is advised that all students take this course, preferably in the sophomore year.

2. Experimental Psychology. Designed to afford the student some training in the laboratory method in psychological research. A study of visual, auditory, cutaneous, olfactory, gustatory, and kinaesthetic sensations, will be followed by the application of experimental methods to the more complex mental processes.

(Offered 1916-17). Second semester, 2 hours.

3. Social and Applied Psychology. An investigation of reciprocal psychic factors operating upon the individual and the group to influence material and social progress. A study of the psychology of business, medicine, law, the ministry, etc. Prequisite, Psychology. For senior college students.

(Not offered 1916-17). Second semester, 2 hours.

4. Advanced Psychology. This is a general course in psychology, but more intensive in character, and with wider reading in connection with special topics, such as sensation, perception, images, will, etc.

(Offered 1916-17). First semester, 2 hours.

5. Educational Psychology. See Education 5.

(Offered 1916-17). Second semester, 3 hours.

6. Genetic Psychology. See Education 4.

(Offered 1916-17). First semester, 4 hours.

7. Psychology of the High School Subjects. A study of the psychological principles and mental processes involved in the learning of the subjects of the high school curriculum. Second semester, 4 hours.

8. Vocational Psychology. An investigation of the application of psychology to business procedure, as in advertising, selling, and general efficiency.

First semester, 2 hours.

II. EDUCATION.

1. Psychology. All students in Education should take this course, preferably in the sophomore year. See Psychology 1 for description. First semester, 4 hours.

2. Philosophy of Education. A discussion of the correlation of modern educational theory and practice in their biological, physiological, sociological, psychological and philosophical aspects. The chief topics discussed are heredity, habit, culture epochs, the education of memory, reason, will, imagination, and the aesthetic nature.

First semester, 4 hours.

3. History of Education. A general survey of the whole field from ancient to modern times; including the main features of Oriental, Greek, Roman, Early Christian, Mediaeval Renaissance, and Modern Education.

Second semester, 4 hours.

4. Genetic Psychology—Child Study. A course treating of the development of the child from the earliest years to maturity. Some of the main topics are physical growth, including the rates of growth at different periods, instincts of play, of social consciousness, memory, perception.

First semester, 4 hours.

5. Educational Psychology. A study of the organizations developed in the nervous system and in the consciousness through school training in the various subjects taught. An investigation of the elements and principles of the learning process, the correlation of studies, motor training, etc.

Second semester, 4 hours.

6. Social Education. A study of Education in its social aspects. First semester, 2 hours.

7. Organization and Administration of School Systems. A presentation of some of the principles and methods of efficient management and supervision.

Second semester, 2 or 3 hours.

8. Technique of Teaching. A study of the principles underlying effective class-instruction. The routine of teaching, and the general principles governing the use of textbooks, securing attention and interest, applying tests, etc.

First semester, 2 hours.

The College of the Bible

The College of the Bible

FACULTY.

ISAAC NEWTON McCASH, A. M., LL. D., President, Lecturer on Pastoral Theology.

FRANK H. MARSHALL, A. M., Ph. D., Dean, and Professor of Biblical and Patristic Greek Language and Literature.

CLAUDE C. TAYLOR, A. M., Professor of Old Testament Languages and Literature.

HENRY CLAY SMITH, A. M, LL. B., Professor of Religious Education and Philosophy.

*FRANK A. WELLMAN, A. M., Professor of Church History and Contemporaneous Biblical History.

†CHARLES M. BLISS, Professor of Church Music.

§ELIZABETH DONAGHY, Instructor in Public Speaking.

*Profesor in College of Liberal Arts.
†Professor in College of Fine Arts.
§Instructor in College of Fine Arts.

The College of the Bible

Its Aims and Purposes.

The aims of the Bible College are two-fold:

1. To afford all students an opportunity to obtain a comprehensive knowledge of the Bible as a book, and thus to become acquainted with the great Bible themes.

2. To train young men in the principles and practices of preaching.

The purpose may also be expressed: To supplement the general instruction of the student by a liberal amount of Bible teaching and to equip young men thoroughly for the Christian ministry. The latter is, of course, the larger and more prominent feature.

In the furtherance of these designs, thorough instruction is given to all classes of Bible students. Opportunity is thus afforded for gaining such knowledge of God's word as should be possessed by every educated person. To ministerial students liberal courses are offered in the various fields of Biblical work.

The study of the English Bible occupies a prominent place in the work of the College and the Scriptures are also studied in the original tongues, large portions of the Old Testament and all of the New Testament being thus read as a part of the regular class-room work.

Requirements for Admission.

To enter regularly for the courses leading to the degrees of Master of Arts and Bachelor of Divinity, the student

must have the degree of Bachelor of Arts from this institution, or from some other college or university of good standing.

REQUIREMENTS FOR THE DEGREE A. M.

1. The student must pursue advanced courses of study in the Bible College for at least nine months, in residence.

2. He must complete in a satisfactory manner courses amounting to 30 credits, or semester hours.

3. He must choose a Major subject, and offer at least 15 credits in that department.

4. He must present a Thesis, prepared under the supervision of the Major professor. The theme for the Thesis must be selected and approved not later than Oct. 15, and must be completed not later than May 1. The Thesis should require considerable research.

REQUIREMENTS FOR THE DEGREE B. D.

1. The degree Bachelor of Divinity requires three years of advanced theological work, after receiving the degree Bachelor of Arts.

By special arrangement with the College of Liberal Arts, however, the student may elect one year's work from the Bible College for which he receives credit toward his A. B. degree. This leaves only two subsequent years' study in the Bible College in order to receive the degree B. D.

2. The student must offer 14 credits in advanced Biblical and Patristic Greek; 14 credits in Semitic Languages; 6 credits in Apologetics and Criticism, 6 credits in Church History; 16 credits in Biblical Literature and History.

In case the student has completed certain of these required courses in the College of Liberal Arts, he must offer other subjects, elective, in their place.

3. The student must complete work amounting to 90 credits or semester hours.

4. He must present a Thesis, the preparation of which involves considerable research. The theme must be selected and approved not later than at the opening of the third year's work.

5. Of the three year's work required, at least one year, the third, must be spent in residence at this institution.

UNDERGRADUATE COURSES FOR MINISTERIAL STUDENTS LEADING TO THE DEGREE BACHELOR OF ARTS.

Entrance Requirements.

Fifteen standardized high school units, including English (3), Algebra (1), Plane Geometry (1,) History (1), One Foreign Language (2), One Laboratory Science (Chemistry, Zoology, Physics, or Botany,) (1), Electives (6).

For details, see Entrance Requirements, and Description of Entrance Units, College of Liberal Arts.

I. REGULATIONS GOVERNING THE ELECTION OF COURSES IN THE FRESHMAN AND SOPHOMORE YEARS.

During the freshman and sophomore years, the student must choose his subjects acording to the Group System, outlined below. The purpose of the first two years of the college is to continue the curriculum of the High School, along general lines.

Required of All Students.

1. Rhetoric. All students are required to take this subject in the freshman year.

2. Physical Training. Two hours per week during the freshman and sophomore years.

Credit same as for laboratory work, 4 hours.

Group Requirements.

Every student is required to do work in two out of three departments in each of Groups II and III.

I. Language	1.	English Language, 5 hours.
	2.	Elementary Greek, 8 hours.
II. Science	1.	Mathematics, 6 hours.
	2.	Physical Science, 5 or 6 hours.
	3.	Biological Science, 5 or 6 hours.
III. History and Social Sciences	1.	History and Political Science, 5 hours.
	2.	Philosophy and Education, 5 hours.
	3.	Biblical History and Literature, 6 hours.

II. CURRICULUM.

(Including the Group Requirements of the Freshman and Sophomore years).

LEADING TO THE DEGREE A. B.

Freshman.

First Semester:

*English	5 hrs.
*Elementary Greek (N. T.)	4 hrs.
History of Israel	3 hrs.
Religious Education	3 hrs.
Homiletics	2 hrs.
Physical Training	2 hrs.
	19 hrs.

Second Semester:

*Modern Europe.....5 hrs.
*Elementary Greek.....4 hrs.
History of Israel.....3 hrs.
Religious Education.....3 hrs.
Homiletics.....2 hrs.
Physical Training.....2 hrs.

19 hrs.

Sophomore

First Semester:

*Zoology, or Physics, or Chemistry.....5 hrs.
N. T. Greek, Gospels and Syntax.....4 hrs.
Adv. Religious Education.....3 hrs.
First Principles, etc.....3 hrs.
The Gospels in English.....3 hrs.

18 hrs.

Second Semester:

*Geology.....5 hrs.
N. T. Greek, Gospels Syntax, etc.....4 hrs.
Adv. Religious Education.....3 hrs.
The Gospels in English.....3 hrs.
The Restoration Movement.....3 hrs.

18 hrs.

Junior.

First Semester:

Hebrew.....4 hrs.
*Gen. Psychology.....4 hrs.
Apologetics.....3 hrs.
Paul's Epistles (classes in English and Greek combined).....2 hrs.
Introduction to Philosophy.....4 hrs.
The Septuagint.....1 hr.

*Group requirement. 18 hrs.

Second Semester:

Hebrew	4 hrs.
Psychology of Religion	4 hrs.
Paul's Epistles (Eng. and Greek)	2 hrs.
The Septuagint	1 hr.
Old Testament Criticism	4 hrs.
Elective (Col. of Arts)	3 hrs.
	18 hrs.

Senior.

First Semester:

Gen. Church History	3 hrs.
Elective (Col. of Arts)	3 hrs.
O. T. Prophets	3 hrs.
Acts of Apostles (Greek and Eng.)	2 hrs.
Patristic Greek	1 hr.
Jesus as a Teacher	3 hrs.
	15 hrs.

Second Semester:

Ancient History (Contemporary Bible History)	3 hrs.
Ethics	3 hrs.
Elective (Col. of Arts.)	3 hrs.
Wisdom Literature and Psalter	3 hrs.
Miscellaneous Epistles (Greek and Eng.)	2 hrs.
Patristic Greek	1 hr.
	15 hrs.

Note.—Students entering from other institutions will be allowed equitable substitutions for work done elsewhere.

COMBINATION COURSE LEADING TO THE DEGREE A. M.

Open to students who have completed the curriculum leading to the Degree A. B.

First Semester:

I. Subjects chosen from one department in the College of Liberal Arts or Education, sufficient to complete a Major in the Department.

II. Electives:

O. T. Theology.....3 hrs.
Philosophy of the Christian Religion.....3 hrs.
Revelation or N. T. Theology.....2 hrs.
Adv. Biblical Greek.....1 hr.

Second Semester:

I. Subjects in the College of Arts or Education as in first semester.

II. Electives:

O. T. Theology.....3 hrs.
Comparative Religions .....3 hrs.
N. T. Text and Canon.....3 hrs.

Total Credits.

A minimum of 124 semester hours, or credits, and 130 honor points must be gained in order to obtain the degree Bachelor of Arts.

Of the courses taken in the junior and senior years, at least 40 semester hours should be open only to juniors and seniors. These courses must be chosen with the advice and consent of the Dean of the Bible College.

ELECTIVE BIBLE COURSE, WITH THE DEGREE Th. B.

Some who enter upon the work of preparation for the ministry late in life, with whom time is an object, feel that they cannot afford to complete the work for the degree A. B., before beginning their immediate preparation for the ministry. To suit the needs of such students, an outline of studies has been prepared as follows:

Entrance Requirements.

Fifteen high school units, including English (3), History (2), Science (2), Electives (8), allowing more electives and requiring less language and mathematics than the standardized curriculum. A limited number of units in Bible History may be offered.

I. REGULATIONS GOVERNING THE ELECTION OF COURSES IN THE FRESHMAN AND SOPHOMORE YEARS.

1. Rhetoric. Required in Freshman year....5 hours.
2. Physical Training.....4 hours.
3. Electives .....55 hours.

II. REGULATIONS GOVERNING THE ELECTION OF COURSES IN THE JUNIOR AND SENIOR YEARS.

1. Major Subject. Requirements similar to those in the courses leading to the degree A. B.

2. Minor Subject. As in courses leading to the degree A. B.

3. Electives sufficient to make a total of 60 hours. Total credits for Th. B.....124 hours.

Since, however, the Elective Bible Course is not a standardized curriculum, the student, who receives the degree Th. B., cannot make his work a basis for the advanced degrees of Master of Arts and Bachelor of Divinity. He must first complete the work required regularly for the degree A. B., before he can become a candidate for A. M., or B. D.

Definition of Credit.

A credit is one hour's recitation each week for a period of 18 weeks. A class reciting 4 hours each week for one semester would receive four credits.

Course of Instruction

BIBLICAL AND PATRISTIC GREEK LANGUAGE AND LITERATURE.

Professor Marshall.

The aim of this department is to give a survey as broad as the limits allow, of the Jewish and Christian Greek Language and Literature from 280 B. C. to 200 A. D.

I. COURSES IN GREEK.

For the study of Biblical and Patristic Greek, no previous training in classical Greek is required. The student enters at once upon the courses indicated below, and devotes his attention exclusively to the principles of the language peculiar to the Bible. The differences between the dialects of the classical writers and that of the Hellenistic writers are so marked that better results are achieved by drilling the student first in the grammar and vocabulary of the period he desires to study. This has been proven by actual tests in the class room. "Hellenistic proves a far shorter road than the classical grammar. It may fairly be claimed that there is much to be said for a method which, for men who have little time to spare and a great object to attain, reduces to a minimum the initial drudgery of language-learning, and in a few months enables them to read with profit greater books than Plato ever penned." (James Hope Moulton).

An effort is made in this department to familiarize the student with the entire Greek New Testament, so that he will be encouraged, after graduation, to do his general reading in the original. The Septuagint version of the Old Testament is also studied; first, because it, rather than the Hebrew Scriptures, was the Bible of many of the time of Christ, including some of the New Testament writers; second, because it is valuable collateral reading to throw light on the meaning of New Testament Greek words. For this latter reason, the Greek writings of the apostolic fathers are also studied. The student may elect four years of this work.

1. Elementary Greek. Study of etymology, with daily drill in composition. First semester, 4 hours.

2. Elementary Greek. Completion of the study of the paradigms. Composition continued. Reading of the Gospel and Epistles of John. Second semester, 4 hours.

3. The Gospels of Matthew and Mark. Translation word studies, and New Testament Greek Grammar. First semester, 4 hours.

4. The Gospel of Luke, and Apocalypse. Grammar continued. Syntax, Moods and Tenses. Second semester, 4 hours.

5 and 6. The Septuagint. Translations from Kingdoms, The Psalter, Isaiah, Wisdom of Jesus, and I. Maccabees' Studies in Sweet's Introduction to the Septuagint, its grammar and history, and the relation it sustains to the Hebrew of the Old Testament and the Greek of the New Testament.
(Offered 1915-16). First and second semester, 1 hour each.

7 and 8. Patristic Greek. Translation from the Didache, First Apology of Justin Martyr, selected epistles of Clement, Ignatius, Barnabas, Polycarp, Fragments of Papias, Shepherd of Hermas, with general survey of Patristic Literature until Latin became the official language of the church. (Offered 1916-17). First and second semester, 1 hour each.

II. COMBINED COURSES IN GREEK AND ENGLISH.

The following courses are open to students of both the Greek and English New Testament. Linguistic work will be offered for those who are prepared, but the instruction will be interpretative to such an extent as to make it profitable for those not familiar with the Greek text.

9. Acts of Apostles. A course of interpretation. (Offered 1916-17). First semester, 2 hours.

10. The Miscellaneous Epistles. (Offerd 1916-17). Second semester, 2 hours.

11 and 12. The Pauline Epistles and Revelation. (Offered 1916-17). First and second semester, 3 hours each.

III. COURSES IN ENGLISH.

The purpose of the above and following courses is to equip the student with a thorough knowledge of the English New Testament. It is studied, book by book, and the contents, questions of authorship, date, etc., of each are given careful attention.

Instruction is given by means of lectures and notes on the text, with full references to commentaries, collateral histories, and numerous other works of reference. The best standard authorities have been placed in the library, and the student must consult them in his preparation for the class room. Reports and essays on assigned themes are required.

Text-book: American Standard Revised Version of the Bible.

13. The Gospels of Matthew and Mark. The teachings of Jesus and of the sects of the Jews.

First semester, 3 hours.

14. The Gospels of Luke and John.

Second semester, 3 hours.

15. The Canon and Text of the New Testament. Discussion of the manuscripts and versions of the New Testament. (Offered 1917-18). Second semester, 3 hours.

16. The Theology of the New Testament. Discussion of the teachings of the various authors.

(Offered 1917-18). First semester, 3 hours.

CHRISTIAN DOCTRINE AND APOLOGETICS.

Professor Taylor (in charge).

First Principles. A statement and discussion of the fundamental teachings of the New Testament.

(Offered 1915-16). First semester, 3 hours.

2. The Principles of the Restoration Movement.

(Offered 1915-16). Second semester, 3 hours.

3. Apologetics. Christianity defensively stated.

(Offered 1916-17). First semester.

CHURCH HISTORY AND CONTEMPORANEOUS BIBLICAL HISTORY.

Professor Wellman.

The student in Church History must have as a preparation a thorough training in the history of Europe in the Middle Ages.

1. General Church History. A careful study of the development of the church, with a close observance of its influence upon the thought and policies of the various periods. For advanced students only.

(Offered 1916-17). First semester, 3 hours.

2. (a) Contemporaneous Old Testament History. A study of the rise and development of ancient nations with special reference to their influence upon the Hebrews.

(b) Th New Testament Times. The political history of Palestine and of the Graeco-Roman world.

(Offered 1916-17). Second semester, 3 hours.

OLD TESTAMENT LANGUAGES AND LITERATURE.

Professor Taylor.

I. COURSES IN LANGUAGE.

Since a knowledge of the Old Testament is necessary to the understanding of the New Testament and since the Old Testament was written in Hebrew, a working knowledge of Hebrew, at least, is necessary to every minister who would be able to use the best commentaries and other reference works.

1. Elementary Hebrew. The essentials of grammar are mastered using the inductive method, based on the first eight chapters of Genesis. A part of the text is committed to memory and thorough drill is given in composition. Textbooks, William H. Harper's Method and Manual and Elements. First semester, 4 hours.

2. Grammar and Reading. The work of the first semester is continued and completed. A wide vocabulary is acquired and further reading is done in the book of Genesis. Text books: Baer and Delitzsch's Hebrew Bible and Davis' Lexicon. Second semester, 4 hours.

3. Historical Hebrew. A reading course in Hebrew historical literature, centering on the Book of Samuel, with sight reading in other books; also a review of the Hebrew verb with special attention to the weak verb. Text-books same as in Course 2.

(Offered 1917-18). First semester, 4 hours.

4. Hebrew Syntax. Rapid reading in historical Hebrew with a careful study of Hebrew syntax and the thought processes of the Hebrew as revealed in the syntax. Text-books, Harper's Elements of Hebrew Syntax.

(Offered 1917-18). Second semester, 4 hours.

II. COURSES IN ENGLISH.

8. History of Israel. The rise of the Hebrew Nation and its contact with contemporaneous nations.

First semester, 3 hours.

9. History of Israel. Continuation of 8; a study of the Kingdom of Israel, its power, decline and fall.

Second semester, 3 hours.

10. The Prophets. A study of the prophetical books of the Old Testament, arranged in chronological order; also the prophetical element of the other books, together with the influence of the prophets upon the government and religion of Israel.

(Offered 1915-16). First semester, 3 hours.

11. (a) The Wisdom Literature of the Hebrews. A study of the sages of Israel, their writings, philosophy of life and their part in moulding the conduct of the people.

(b) The Psalter. Classification of the Hebrew lyrics. and interpretation of the material.

(Offered 1915-16). Second semester, 3 hours.

15. Old Testament Theology. A study of the idea of God as reflected in the Literature of the Old Testament.
(Offered 1916-17). Second semester, 2 hours.

16. Old Testament Theology. Course 15 continued.
(Offered 1916-17). Second semester, 2 hours.

17. Old Testament Introduction. Such subjects as the text, authorship, cononicity, manuscripts, translations, versions, and languages of the Old Testament are studied.
(Offered 1916-17). Second semester, 4 hours.

PRACTICAL THEOLOGY.

President McCash.

Professor Smith.

1. Homiletics. This work is both theoretical and practical. A text-book in connection with several reference books is used. Following this the student is taught to apply the principles in the development of the sermon. These sermons are placed on the blackboard and criticised by the class and the professor, thus giving a practical drill in sermonizing. First semester, 2 hours.

2. Sermon Outlines. Sermons, chiefly of an expository nature, are developed before the class and the outline is placed on the blackboard showing the mechanical structure of the sermon, its method of development, the relation of its co-ordinate parts, and of the subordinate to principal divisions. The aim is not only to impart hermeneutical knowledge but also to secure spiritual development and inculcate the great evangelical and practical doctrines that can be impressed on the mind in this way better than in any other manner. First semester, 2 hours.

3. Pastoral Theology. President McCash will at stated intervals, give lectures to the young ministers on the pastoral office, and general work of the minister.
Hours to be arranged.

RELIGIOUS EDUCATION.

Professor Smith.

1. History of Religious Education. A study of the beginnings of religious education, leading up to the present status of the work. First semester, 3 hours.

2. Material of Religious Education. A study of the various helps, systems, and literature of the Sunday School. Second semester, 3 hours.

3. Philosophy and Pedagogy of Religious Education. The fundamental principles involved in the religious education of the child, together with a discussion of approved methods. First semester, 3 hours.

4. The Modern Sunday School. A discussion of the organization and effective operation of Sunday Schools. Second semester, 3 hours.

5. Psychology of Religion. A course in Educational Psychology applied to the development of life and habits and moral conduct. Second semester, 4 hours.

6. Comparative Religion. A review of the fundamental principles of great world religions, emphasizing their social moral and philosophical teachings. Second semester, 3 hours.

7. Introduction to Philosophy. This is a general course in Philosophy, a prerequisite to Course 6. First semester, 4 hours.

8. The Philosophy of the Christian Religion. A discussion of an attempt (a) to explain religion through nature and man, and (b) to construe Christianity through religion. First semester, 3 hours.

9. Ethics. A course in the principles of the various school of ethical theorists. Second semester, 3 hours.

10. Jesus as a Teacher. His preparation, method, and content of his teachings. First semester, 3 hours.

Additional courses open to students in this department may be found in the department of Education and Psychology.

DEPARTMENT FOR CHURCH WORKERS.

In connection with the Bible School, facilities are provided for the training of Church workers, pastoral helpers, singing evangelists and Bible teachers in the Sunday School. The demand for trained workers of this character among the Disciples is growing and the University desires to encourage young people to prepare for this new field of Church work. A diploma will be given on completing the following curriculum:

Curriculum for Church Workers.

English Bible, New Testament.....2

History of Teachings of the Disciples of Christ....2

Sacred Music and Choral Singing.....2

Solo Singing.....2

History of Missions.....1

Bible School Pedagogy.....4

Typewriting 4

Each student is expected to take 16-18 hours per week, and may elect any of the above studies.

CHURCH EFFICIENCY COURSE.

This course is offered to the regular ministerial students of Phillips University the first semester of each year for the purpose of grounding them in the fundamentals of our plea.

This course is so arranged that at three different periods of the semester lectures by the regular professors of the Bible college, assisted by experts from a distance, will be delivered on subjects covered by the text-book. The Fundamentals of the Church; Our Plea; Christian Unity; The Duties of Elders and Deacons; The Apostolic Church; Christian Missions; Church House Building.

SUNDAY SCHOOL EFFICIENCY COURSE.

A course similar to the church efficiency course has been outlined for the Sunday School and will be offered during the second semester. There will be lecture sessions of three days each at three different periods of the semester. These lectures will be on Sunday school topics and will be delivered by experts. These also will be free to all superintendents and teachers of Sunday Schools as well as all who are preparing to be teachers.

Church finances, evangelism and similar subjects will be treated.

These lectures are free to the public and are offered especially for the benefit of those who do not expect to preach but do wish to become more efficient in taking care of the churches to which they belong. Every effort will be made to get information of time and subject of lectures to the churches within easy reach of Enid.

Text-book: The Church of Christ.

First Lecture Sessions 3 days, October 31-33.

Second Lecture Session, 3 days, December 19-21.

Third Lecture Session, 3 days, January 23-25.

Self Help.

Nearly all Ministerial students are compelled to work their way through college in some way or another. It is our purpose to assist such persons in every possible way. For a description of the opportunities offered for self help, see articles on "Matters of Interest to Self-Supporting Students," which will be found on a subsequent page.

Student Preaching.

While it would be best for ministerial students to refrain for the most part from preaching until near the completion of the college course, yet in many cases this seems practically impossible. Many students must make their ex-

penses while in school by preaching, or drop out of school and earn money to continue their work or abandon the idea of securing the necessary education. Enid is, fortunately so situated that it offers excellent opportunities for student preaching. Railroads running eleven different directions bring many churches within reach. There are many churches now without preachers, that can be reached by students going out on Saturday and returning Monday. Students, however, should be modest in their expectations, live economically, and not try to make more than enough to defray actual expenses. As a rule, once every two weeks is as often as a student ought to go away to preach.

The Ministerial Association.

This organization consists of all the students for the ministry, together with several members of the Faculty who are ministers. The annual membership fee is $1.00. Regular meetings are held and programs are given. Occasionally prominent lecturers are brought to the University under the auspices of the Association.

Note.—Every ministerial student is required to join the Association, and attend the weekly meetings regularly. This is a condition of receiving the benefit of the special ministerial rate on tuition.

Pulpit Supply.

No efforts are spared to assist ministerial students to secure work among the churches. To this end, the Executive Committee of the Ministerial Association collects all possible data from the churches needing preachers, and is able to furnish regular work for practically all students who are prepared to preach. The Executive Committee consists of three professors and the officers (students) of the Association. Churches needing preachers are invited to correspond with the Dean. At present a large number of competent, experienced men are filling pulpits within a radius of 150 miles of Enid.

Endorsement by the Church.

Every student who desires to take advantage of the Ministerial rates in tuition should bring with him or her a letter of recommendation from the local congregation in which membership is held. No student will be classed as ministerial whose diligence is not approved, and whose character is not above reproach.

Timothy Club.

This club is composed of a number of ministerial students who find it necessary to reduce expenses to the lowest possible point. Board, room and tuition are offered for the entire school year, 36 weeks, for $115.00. This can be paid by the students or a limited number can borrow from our loan fund a sufficient amount to cover the expense. A number of churches in Oklahoma and Kansas have each agreed to furnish enough to support one of these young men. This becomes a loan fund. The student agrees to return the money after he is out of school at the rate of $10.00 a month. No interest is charged on the money while the student is in school, but 6 per cent will be charged after the student leaves school until the money is paid back.

Student Activities Fee.

Each student pays an additional fee of $4.00 per semester, which gives him the privilege of gymnasium instruction and free admission to all athletic contests and debates, thus saving him considerable during the year.

Co-operative Club.

There is, in successful operation, a club of ministerial students near the University, where good table board was secured during the past year for $2.75 a week, with reduction of 10 cents per meal missed by those going away on Sundays to preach. Furnished rooms were secured at 50 cents per week, with fuel extra. A similar arrangement will be effected during the coming year.

IMPORTANT

The Oklahoma State Board of Education, July 31, gave official notice to Phillips University that its students, after completing thirty hours, or one year's work, will be given, without examination, a two years' First Grade State Certificate.

We call the attention of friends and prospective students to the fact that such recognition of standardized instruction given in Phillips University makes it possible for students to continue work for a Baccalaureate Degree and a Life High School State Certificate, and, if necessary to secure funds for college expenses, drop out of class and teach a year or two.

Our students with this degree secure Life Certificates from Kansas, Oklahoma and other states. Life Certificates and University degrees are becoming more and more necessary to teachers of higher grades in our public schools. No student should be willing to stop short of securing both a certificate and a degree.

Graduates of Phillips University High School who complete the Normal Training course also receive two years' State Certificates which may be renewed on attending three summer terms at Phillips.

School of Education

School of Education

School of Education

ISAAC NEWTON McCASH, LL. D., President.
SAMUEL H. HORNE, A. M., Dean, Professor of Psychology and Education.

*ARTHUR F. REITER, A. B., Professor of Physics and Chemistry.
*GUY K. STANTON, A. M., Professor of Biological Sciences.
*ROY WOLFINGER, A. M., Professor of English.
*MAGDALINA STUKEY, A. M., Professor of German.
*FRANK WELLMAN, A. M., Professor of History.
*WILBUR H. CHAMBLET, Ph. D., Professor of Mathematics.
†MAUDE W. MARSHALL, A. B., Instructor in History.
†JOHN C. LAPPIN, A. B., Instructor in English.
†FOREST LEE GORDON, A. B., Instructor in Latin and German.
†HILMA MILLER, B. S., Instructor in Applied Arts and Home Economics.
†LOUISE DONALDSON, A. B., Instructor in Mathematics.
†WYNNE E. PLOPPER, Instructor in Natural Science.
†ETHEL H. ERNST, A. B., Instructor in English, Education, and Review Subjects.
†WINFERD WILLIAMS, Instructor in Manual Training.
††CHARLES M. BLISS, Instructor in Music.
ELIZABETH DONAGHY, B. O., Instructor in Physical Training for Women.
CLAUDE R. NEWCOMB, Instructor in Physical Training for Men.

* Professor in College of Liberal Arts.
† Instructor in High School.
†† Professor in College of Fine Arts.

Purpose and Method of the School of Education. The primary aim of the School of Education is to meet the rapidly increasing demand for trained teachers. This training has a two-fold object: (1) To ground the prospective teacher in a thorough knowledge of the fundamentals; and (2) to acquaint him with sound pedagogical principles and with the application of these principles to the growing minds of children.

Now experience has demonstrated these truths: (1) We cannot teach others the things we do not ourselves know; (2) methods and principles are most easily and naturally acquired in connection with the learning of subject matter. We usually teach what we are taught. Hence it will be the conscious aim of all instructors to employ in class instruction only those methods upon which experience and pedagogical science has placed the stamp of approval. Thus, while the student is acquiring the subject matter, he is also, though unconsciously, perhaps, learning the best methods of presenting it to the growing mind. The importance of this fact to the prospective teacher cannot be overestimated.

The Science of Education. However indispensable a fundamental knowledge of content, and however useful empirical methods of presentation may be, still the true teacher will seek to understand the psychology of the growing child, and will demand to know the laws and principles that underlie the most simple as well as the most complex procedure of the school room.

To meet these demands, then, is the second aim of the School of Education. Hence, instruction will be given in Methods and Management, History of Education, Philosophy of Education, Educational Psychology, General Psychology, School Organization, and such other courses as pertain to this subject of Education.

General Culture Value of Educational Subjects.

But let it not be understood that these subjects are of interest and value to the prospective teacher only; from the

standpoint of culture and systematic mental discipline they take high rank with other academic subjects. It is advised therefore that students, even though they do not look forward to teaching, make liberal use of these subjects in choosing electives.

STATE RECOGNITION OF PHILLIPS UNIVERSITY.

The high standard of the work done in Phillips University is shown by the recognition it has received at the hands of the State Board of Education of Oklahoma and Kansas, by placing it on the list of approved institutions, as witnessed by the following letters:

Oklahoma City, Okla., June 26, 1916.

Phillips University,
Enid, Oklahoma.

My Dear Sir:

You are hereby notified that the State Board of Education at its meeting on June 20th and 21st approved the course of study of Phillips University, in accordance with the provisions of Chapter 66, Session Laws of 1915.

In approving the course of study the Board provides for annual inspection of the institution by the High School Inspector who shall report in writing to the Board, and upon this report shall depend the continuance of the approval.

Yours very truly,
(Signed) LESLIE T. HUFFMAN,
Secretary, State Board of Education.

Approved March 3, 1915.

Topeka, Kansas, April 10, 1914.

Dear Sir:

I am pleased to inform you that at a meeting of the Kansas State Board of Education of this date, your application for the approval of Phillips University was granted, and accordingly the University will be placed on the list of accredited institutions and your graduates will have the privilege of apply-

ing for state certificates on the same terms as graduates from accredited institutions in the state.

(Signed) W. D. ROSS,
State Superintendent Public Instruction.

Graduates of the College of Liberal Arts in Phillips University who have completed in the School of Education at least twenty-four hours, including psychology, will, upon application to the State Department of Education, be granted the General High School Certificate.

For example, graduates of the College of Liberal Arts in Phillips, who have had Education 1 and 2 and Psychology 3 and 4 would be considered as having satisfied the above state requirements for a certificate, and would be entitled to receive the same from the state.

The following courses of study in Education are designed to give to all who are preparing to teach, a general survey of the history, organization, and underlying principles of educational theory and practice. Students pursuing subject-matter courses in the various departments of the university will find it profitable to choose electives from among the following courses.

Some courses are offered only in alternate years; some will be offered every year.

Degree in Education.

Students who have received credits for one hundred and forty semester hours, exclusive of the requirements in Physical Training and who have met all the requirements of the College of Liberal Arts for the degree of Bachelor of Arts and who have met all the requirements prescribed by the School of Education will be given both the degree Bachelor of Arts, and Bachelor of Science in Education.

COURSES IN COLLEGE.

1. Psychology. This is a course in general psychology, including a study of the mechanism of the nervous system. It proposes to introduce the student to the main facts, principles, problems and methods of psychology, either as a part

of his general educational equipment, or as a preparation for professional study in education, law, medicine, or the ministry. Hence it is advised that all students take this course in the sophomore year. First semester, 4 hours.

2. Philosophy of Education. A discussion of the correlation of modern educational theory and practice in their biological, sociological, and psychological bearings. The chief topics studied are: heredity, habit, memory, volition, the aesthetic nature, judgment, imagination and the so-called culture epochs. First semester, 4 hours.

3. History of Education. A general survey of the whole field from ancient times to the modern period; including a discussion of the main features of Oriental, Greek, Roman, Early Christian, Mediaeval, Renaissance, and Modern Education. Second semester, 4 hours.

4. Genetic Psychology. Child Study. A course treating of the development of the child from the earliest years to maturity. Some of the main topics are; Physical growth, including the rates of growth at different periods, instincts of play, of social consciousness, memory, imagination, perception, etc. First semester, 4 hours.

5. Educational Psychology. A study of the organization and correlation developed in the nervous system through conscious school training, and of the general facts and underlying principles of the learning process.

Second semester, 3 hours.

6. Pedagogy of the Primary and Grammar Grades. A study of the best methods for these grades for teaching arithmetic, language, spelling, nature subjects, etc.

Second semester, 2 hours.

7. Organization and Administration of School Systems A presentation of some of the principles and methods of effective management and supervision.

Second semester, 2 hours.

8. Technique of Teaching. A study of the principles underlying class-room instruction. The routine of teaching.

and general principles of the use of text-books, securing interest and attention, applying tests, etc.

First semester, 2 hours

9. Current Educational Problems. Lectures and reports on topics discussed in current educational literature.

Second semester, 2 hours.

COURSES IN METHODS OF TEACHING.

The following courses in special methods of teaching are designed to acquaint young teachers with the growing minds of children. For fuller description of the methods of organizing and presenting the subjects of the several courses here listed, see the respective departments.

10. Pedagogy of English. Intended primarily for teachers of English in high schools. See English 17.

Professor Wolfinger.

11. Pedagogy of German. See German 11.

Professor Stukey.

12. Pedagogy of Physics. See Physics 3 and 4.

Professor Reiter.

13. Pedagogy of Chemistry. See Chemistry 1 and 2.

Professor Reiter.

14. Pedagogy of Physiology.

15. Pedagogy of Zoology. See under Biological Sciences.

Professor Stanton.

16. Pedagogy of Mathematics. See Mathematics.

Professor Cramblet.

17. Pedagogy of History. See History 12.

Professor Wellman.

TEACHER'S CERTIFICATE COURSES.

For full description of the following courses of study, the student is referred to Courses of Instruction in the College of Liberal Arts, School of Education, High School, and School of Fine Arts.

FOR PRIMARY CERTIFICATES.

1. Arithmetic. A special class will be formed, under the supervision of the Dean of the School of Education, for those teachers who are deficient in this branch, and to afford those who feel the need of it, an opportunity to review.

2. Agriculture. (See High School Natural Science. C.)

3. Domestic Science. (See High School Vocation Subjects.)

4. Drawing. (See High School.)

5. Geography. (See High School Natural Science H and I.)

6. History of Education. (See Education 1.)

7. History, Civics, and School Laws of Oklahoma. (See High School E and F.)

8. Hygiene and School Sanitation. (See College of Liberal Arts, Biological Science 5.)

9. Music. (See College of Fine Arts, Public School Music 1.)

10. Nature Study. (See High School, Botany and Zoology.)

11. Physical Training. (See Department of Physical Training.)

12. Primary Methods. (See Education, etc.)

13. Elementary Psychology. (See High School Psychology A.)

14. School Management. (See High School, Ped. B.)

FOR INTERMEDIATE AND GRAMMAR GRADE CERTIFICATE.

In addition to the subjects mentioned above for Primary Certificate, the following are required for the Intermediate and Grammar Grade Certificate:

15. Elementary Algebra. (See High School A and B.)

16. Civil Government. (See H. S. H. and I.)

17. Composition. (See H. S. English A and B.)

18. English Grammar. (See H. S. English A and B.)

19. English and American Literature. (See H. S. English E F G H.)

20. General History. (See H. S. History, A B F G.)

21. U. S. History. (See H. S. History of U. S., H. and I. For Oklahoma History and Civics see E.)

22. Physiography. (See H. S. Natural Science, A and B.)

24. Physics. (See College of Liberal Arts, Physics, 1 and 2.)

FOR HIGH SCHOOL CERTIFICATES.

In addition to the subjects required for the Primary and Intermediate Certificates, the following are required for the High School Certificate:

25. High School Algebra. (See H. S. Math., B and F.)

26. Plane Geometry. (See H. S. Math , C and D.)

27. Solid Geometry. (See H. S. Math., G.)

28. Botany. (See H. S. Natural Science G and H.)

29. Chemistry. (See College of Liberal Arts, Chem. 1 and 2.)

30. English History. (See College of Liberal Arts, History 3.)

31. Philosophy of Education. (See Education 2.)

32. Political Economy. (See Col. Lib. Arts, Political Science, 1 and 2.)

33. Zoology. (See Col. Liberal Arts, Biol. Science 1.)

34. Latin. (See H. S. Latin.)

35. German. (See H. S. German, or College of Liberal Arts, 1, 2, 3, 4.)

36. French. (See College Liberal Arts, French 1, 2, 3 and 4.)

Uniuersity High School

University High School

(Member North-Central Association of Colleges and Secondary Schools.)

FACULTY.

ISAAC NEWTON McCASH, LL. D., President, Phillips University.

MAUDE WAITE MARSHALL, A. B., Principal, Instructor in History.

JOHN C. LAPPIN, A. B., Instructor in English.

FOREST LEE GORDON, A. B., Instructor in Latin and German.

WYNNE E. PLOPPER, A. B., Instructor in Natural Sciences.

LOUISE DONALDSON, A. B., Instructor in Mathematics.

HILMA MILLER, B. S., Instructor in Applied Arts and Home Economics.

ETHEL H. ERNST, A. B., Instructor in English, Education and Review Subjects.

*CLAUDE R. NEWCOMB, Instructor in Music, and Physical Training for Men.

*ELIZABETH S. DONAGHY, B. O., Instructor in Physical Training for Women.

WINFERD M. WILLIAMS, Instructor in Manual Training.

* Also Instructors in the College.

The High School

The University High School covers the work done in the best High Schools whose curriculum embraces four years of instruction. As many students of this school, however, are of mature age, with whom time is an object, there have been exceptional cases in which the four years' work has been completed in three years. Students are advised, however, to pursue four subjects each year, and are discouraged from undertaking more.

Diplomas.

Those who complete successfully the work of the High School are granted a diploma bearing the seal of the University. The diploma stands for the standard of scholarship maintained by the North Central Association. The holder will be admitted to the freshman year of the College of Liberal Arts in the standard universities, without conditions or examinations.

Entrance Requirements.

Students coming from other schools must present at time of entering a certified list of all subjects for which they desire to receive credit. Otherwise, examinations may be necessary. The preparation required of all students for entering the First Year will cover the work of the common schools of the state, including satisfactory completion of the eighth grade.

Requirements for Graduation.

1. English.

(a)	Composition	1 unit
(b)	Rhetoric	1 unit
(c)	English or American Literature	1 unit

2. Mathematics.

(a)	Elementary Algebra	1 unit
(b)	Plane Geometry	1 unit

3. **Botany** ..... 1 unit
(Zoology, Chemistry, or Physics may be substituted for Botany.)

4. **History** (Ancient History Recommended) ..... 1 unit

5. **One Foreign Language** .....2 units
(Latin, German, French, Greek or Spanish.)

6. **Free Electives,** chosen only from the subjects described in Courses of Instruction ..... 7 units

Definition of Unit.

A Unit in the University High School is a single subject reciting not less than 36 weeks, four times a week, each recitation being 60 minutes. This is the equivalent of a subject recited five times each week, each recitation being 45 minutes.

A Half Unit is a single subject reciting as above, but being completed in 18 weeks (one semester).

Two hours of Laboratory work count as one hour of recitation.

The Grading System.

Both credit hours and credit points are used. Eight hours of credit make one unit. The student must complete in a satisfactory manner 15 units or 120 semester hours, and obtain 124 points of credit. (See College of Liberal Arts for details). A sixteenth unit is also required for graduation, with proper grade, on which the points of credit are not reckoned.

Curriculum.

The following curriculum conforms to the requirements of the North-Central Association of Colleges and Secondary Schools.

Subjects.	No. hrs. Per Week.
FIRST YEAR.	
Elementary Algebra, one unit	4
Composition, one unit	4
Physiography, and Geology, one unit	4
First Year Latin, one unit	4
Ancient History, one unit	4
Mechanical Drawing 1-2 unit (two semesters)	4
SECOND YEAR.	
Plane Geometry, one unit	4
Rhetoric and Composition, one unit	4
Bible History, one unit	4
Latin, Second Year, Caesar, one unit	4
German, First Year, one unit	4
Free Hand Drawing, 1-2 unit (two semesters)	4
Oklahoma History and Civics, and Commercial Geography, one-half unit each	4
Domestic Science and Art, one unit (recitation and laboratory)	6
Manual Training, one unit	8
General Science, (recitation and laboratory) one unit	4
THIRD YEAR.	
English Literature, one unit	4
Modern History, one unit	4
Physiology, 1-2 unit (recitation and laboratory)	6
Hygiene and Sanitation, 1-2 unit (recitation and laboratory)	6
German, Second Year, one unit	4
Latin, Cicero, one unit	4
Commercial Arithmetic and Bookkeeping one-half unit each	4 and 5
Agriculture (recitation and laboratory) one unit	6
Normal Review of Common Branches, one unit	4
Domestic Science and Art, one unit (recitation and laboratory)	6

FOURTH YEAR.

Solid Geometry, and Algebra, one-half unit each..4
Botany, one unit (recitations and laboratory)....6
American History and Government, one unit 4
Psychology and Pedagogy, one-half unit each....4
American Literature, one unit, or.....4
History of Literature, one unit 4
Latin, Virgil, one unit 4

(Choose four units each year.)

Electives from the Commercial Branches.

Not more than 2 units may be offered from the following: Commercial Arithmetic, Commercial Law, Business Spelling and Correspondence, one-half unit each; Bookkeeping, completed course, one or two units; Stenography and Typewriting, completed course, two units (no credit for either alone).

(Choose four units each year).

Total Electives from Vocational Subjects.

Of the 16 units required for graduation, a total of four units may be chosen from the following: Free-hand Drawing, one-half or one unit; Mechanical Drawing, one-half or one unit; Commercial Branches (see above), two units; Agriculture, one-half or one unit; Domestic Science and Art, one unit; Manual Training, one unit. Credit in Music, Bible, Gymnasium, Normal Review subjects, second year of Domestic Science or Manual Training is given only on the 16th unit in the regular High School course. Twelve units must be chosen from other than vocational subjects.

Courses of Instruction

APPLIED ARTS AND HOME ECONOMICS.

Miss Miller.

First Year.

A. Mechanical Drawing. Construction of plane figures leading to complicated drawings.

First semester, 4 hours.

B. Mechanical Drawing. Course A continued with color work. Second semester, 4 hours.

Second Year.

C. Free Hand Drawing. This course teaches observation of form and color, and trains the eye and the hand to work with the mind. First semester, 4 hours.

D. Free Hand Drawing. Continuation of course C. Water color, pastell, and ink work added.

Second semester, 4 hours.

E. Domestic Art. In this course the primary principles of sewing are taught, which include all kinds of stitches, patch work, drafting and cu'ting of apron patterns, simple dress, and domestics. Each student will be required to keep and make an outline note book, presenting each step of work done. Reference work required.

First semester, 2 hours theory and 4 hours laboratory.

F. Domestic Science. This course teaches the primary principles and combinations of cookery, which include the complete study of carbohydrates, minerals and proteins. Experiments are carried out in class to prove each step. All students are required to provide a wash dress for laboratory work. Cook aprons are made in class. Reference work required in all branches studied. Note book required.

Second semester, 2 hours theory and 4 hours labora'ory.

G. and H. A second year's work in Domestic Science and Art will be offered if demanded.

EDUCATION.

Miss Ernst.

A. Psychology. An elementary course in psychology is open to High School students in the fourth year. Text, Colvin & Bagley's Human Behavior, supplemented by assigned readings in other authors.

First semester, 4 hours.

B. Pedagogy. A course in methods and management. Courses A and B should be taken by all who are preparing to teach. Second semester, 4 hours.

C. Normal Review of Common Branches. This course embraces a review of six weeks each of the following subjects: Penmanship and Spelling, Reading, Physiology and Sanitation. First semester, 4 hours.

D. Course C Continued. Review of Arithmetic, Grammar, and Geography. Second semester, 4 hours.

ENGLISH.

Mr. Lappin.

Miss Ernst.

A. Composition. The beginning of High School English. Careful review of Advanced Grammar, exercises in oral and written composition required. Classics: "Quentin Durward," "Lady of the Lake," "Hiawatha," and others chosen by the instructor. Text, "Advanced Grammar," Kittredge and Farley. First semester, 4 hours.

B. Course A Continued. Classics: "Twice Told Tales," "Vision of Sir Launfal," "Merchant of Venice," and others chosen by the instructor. Second semester, 4 hours.

Second Year.

C. Rhetoric. Thorough drill in composition and the principles of Rhetoric. Classics: "Tale of Two Cities," "Rise of Silas Lapham," "Idylls of the King," and others suitable

for class study and discussion. Themes, both oral and written, required at least twice a week. Text, "New Composition and Rhetoric," Herrick and Damon. First semester, 4 hours.

D. English C Continued. Classics: "Macbeth," "Sketch Book," "Childe Harold," and others as assigned.

Second semester, 4 hours.

Third Year.

E. English Literature. Chaucer or Pope. Classics chosen by instructor to suit the class standing, according to College entrance requirements, from Milton, Tennyson, Browning, Byron, Wordsworth, and others. Text, "English Literature," Long. First semester, 4 hours.

F. English E Continued. Pope to Kipling. Classics chosen from Carlyle, DeQuincey, Lamb, Hazlitt, Shakespeare, and Johnson. Second semester, 4 hours.

Fourth Year.

G. American Ltierature. John Smith to O. W. Holmes. Classics chosen from Brown, Mather, Hawthorne, Poe, Longfellow, and Lowell. Text, "American Literature," Long. First semester, 4 hours.

H. English G. Continued. Classics from Whittier, Bryant, Lanier, Clemens, Van Dyke, Hale, Howells, Emerson and Riley. Second semester, 4 hours.

I. History of American Literature. An introduction to American Literature with careful study of classics and special attention to history of words, growth of vocabularies, sentence structure, figures of speech, and versification. Notes, compositions, and assignments. Text, "Modern English," Krapp. First semester, 4 hours.

J. History of English Literature. A systematic study of English authors including thorough treatment of simpler selections. Notes, compositions, criticisms, and assigned readings. Text, "American and British Authors," Blaisdale. Second semester, 4 hours.

(Note.—Credit is given for only four units of English in the first 15 units).

GERMAN.

Mr. Gordon.

First Year.

A. First German. Text, Walter and Krause Beginners' German Grammar. A study of the essentials of German by the conversational method. Emphasis laid on speaking the language. First semester, 4 hours.

B. Continuation of Course A. Walter and Krause completed. Reading of Till Eulenspiegel Stories. Second semester, 4 hours.

Second Year.

C. Second German. Allen and Phillipson's Easy German Conversation used as text. Emphasis placed on spoken German. Thomas's Practical German Grammar used for intensive study of German Grammar. First semester, 4 hours.

D. Continuation of Course C. Reading of Storm's Immensee, Wilderbruch's Das Edle Blut, and Zschokke's Der Zerbrochene Krug. Study of Conversation and Grammar continued. Second semester, 4 hours.

HISTORY.

Mrs. Marshall.

Miss Ernst.

First Year.

A. Ancient History. A course with special reference to the history of Greece, with an introductory study of the more ancient nations. Text, Wests Ancient World. First semester, 4 hours.

B. Ancient History. History of Rome, and chief events of the early Middle Ages, down to the death of Charlemagne (814). In courses A and B the student is required to pre-

pare historical outlines and maps, and to read about 300 pages of collateral. West's Ancient World completed.
Second semester, 4 hours.

Second Year.

C. Old Testament History. A general survey of the books of the Old Testament, with emphasis placed upon the history of Israel. Text, The American Revised Bible with selected helps. First semester, 4 hours.

D. New Testament History. A general survey of the books of the New Testament, with special study of the Life of Christ and the Apostolic Age.
Second semester, 4 hours.

E. Oklahoma History and Civics. This is a teachers' course, intended to meet the requirements for teachers' certificates. First semester, 4 hours.

Third Year.

F. Mediaeval and Modern History. European history from the death of Charlemagne. Text, West's Modern World.
First semester, 4 hours.

G. Modern History. European history continued to the present time. Required reading 300 pages of collateral material, historical outlines, and map analysis. West's Modern World completed. Second semester, 4 hours.

Fourth Year.

H. American History and Government. Text, Channing's Students' History of the United States, and Ashley's American Government. This work must not be taken before the third year, and the student is advised to take it during the fourth. First semester, 4 hours.

I. American History and Government. Course H completed. Second semester, 4 hours.

LATIN.

Mr. Gordon.

First Year.

A. First Latin. Text, Inglis and Prettyman's First Book in Latin. A study of Latin grammar as an introduction to following course in Caesar. Special emphasis given to relation of English to Latin in derivations and root meanings of words. First semester, 4 hours.

B. Continuation of Course A. First Book in Latin completed. Prose composition. Second semester, 4 hours.

Second Year.

C. Caesar's Gallic War. Book 2 and 3. Johnston's and Sanford's text. Bennett's Latin Grammar and Latin Writer. First semester, 4 hours.

D. Continuation of Course C. Caesar, Books 1 and 4. Grammar and Prose Composition Study continued. Second semester, 4 hours.

Third Year.

E. Cicero's Orations against Catiline, 1-4. D'Ooge's Selected Orations used as text. Grammar and Prose Composition based upon reading. First semester, 4 hours.

F. Cicero's Orations. Poet Archias and Manilian Law. Grammar and Prose Composition continued. Second semester, 4 hours.

Fourth Year.

G. Virgil's Aeneid Books 1-2. The study of Latin Poetry and Meter. First semester, 4 hours.

H. Virgil's Aeneid. Books 4-6. (Continuation of Course G.

Note.—Cicero and Virgil are offered alternately. Cicero 1916-17, Virgil 1917-18.

MANUAL TRAINING.

Mr. Williams.

This is a new department in the University High School. The North Central Association of Colleges and Secondary Schools encourages the introduction of the vocational subjects into the high school curriculum. Also the State Department of Education in Oklahoma has made one unit of Manual Training a requirement (for men) for the candidates for high school graduation who expect to receive first grade certificates.

A large room in the basement of the main building is being fitted up with good equipment, and the first unit in Manual Training will be offered during the coming year.

A. Manual Training. A course in woodworking. Tools—uses, names of parts, adjustments, care of, and sharpening; joints in wood construction and their application; arts and crafts furniture; note-book work, talks, papers, problems, etc.; work at the bench. First semester, 2 hours.

B. Manual Training Course 1 continued.

C. and D. A second years work in Manual Training will be in effect during 1917-18.

MATHEMATICS.

Miss Donaldson.

First Year.

A. Algebra. Fundamental operations, factoring, fractions, and an introduction to simple equations. Text: Milne's Standard Algebra. First semester, 4 hours.

B. Algebra. Simple and simultaneous equations, involution, theory of exponents, radicals, and quadratic equations. Text: Milne's Standard Algebra. Second semester, 4 hours.

Second Year.

C. Plane Geometry. Rectilinear figures, circles, proportional lines and similar polygons. Logical sequence of thinking, and accuracy of expression will be emphasized.
First semester, 4 hours.

Third Year.

E. Commercial Arithmetic. A strong course in advanced Arithmetic; the study of the fundamental principles of Arithmetic with special emphasis laid upon the application of these principles to the solution of practical business problems. Prerequisite, courses A, B, C, D.
First semester, 4 hours.

F. Bookkeeping. The theory and practice of bookkeeping with its application to the commercial world—banking, business-practice, etc. Second semester, 5 hours.

Fourth Year.

G. Solid Geometry. Lines, planes, polyhedrons, spheres, and original propositions. Texts: Shutt's Solid Geometry.
First semester, 4 hours.

H. Algebra. Ratio, proportion, variation, progressions, imaginary and complex numbers, inequalities, variables and limits, binomial equations, logarithms, undetermined coefficients, determinants and graphic algebra.
Second semester, 4 hours.

MUSIC.

Mr. Newcomb.

The course in music for the high school is designed to give the student the practical knowledge of music, to enable him to read at sight and to prepare him to teach such music as is used in the average grade and high schools.

Sight Singing. Names of keys and how designated by the signature. Solfeggio. Interval reading. Sound relationship. Modulation. Time. Rhythm. Notes, Rests, Major and Minor scales. First semester, 4 hours.

Solfeggio continued. Sight reading of simple music. Chord building. Text used: Popular Method of Sight-singing by Frank Damrosch. Second semester, 4 hours.

NATURAL SCIENCE.

Mr. Plopper.

Miss Ernst.

Laboratory. For general science work, the High School is well equipped. A large room is devoted exclusively to laboratory work. The equipment consists in prepared natural specimens, slides, high power microscopes, casts, charts, manikin, etc. A good skeleton also is available.

First Year.

A. Physiography. The earth as a member of the solar system; its form, size, movement; the origin, development, and classification of land forms and their casual relations to social and economic conditions. Observational work required. First semester, 4 hours.

B. Physiography. An easy text in elementary geology is used showing the structure of the earth's crust, origin of mountains, islands, coral reefs, glaciers, etc. The class room work is supplemented by field excursions in order to place the student in contact with the most common geological phenomena. Texts: Shaler and Heilprin. Note-book and drawings required. Second semester, 4 hours.

Second Year.

C. General Science. This course includes a general survey of science. In addition to the text, laboratory experiments will be conducted in physical and biological sciences. First semester, 4 hours.

D. General Science. Continuation of course C. A full note book is required in these courses.

Second semester, 4 hours.

E. Commercial Geography. An advanced course, requiring as prerequisite a thorough knowledge of Political Geography. Second semester, 4 hours.

Third Year.

F. Physiology. An intensive course with full laboratory work. Note books and drawings required. Text: Martin's Human Body, (briefer course), supplemented by Conn and Buddington's Advanced Physiology.

First semester, 6 hours.

G. Hygien and Sanitation. A course in applied Physiology and Hygiene. Laboratory and observation work, and note book required. Second semester, 6 hours.

H. Agriculture. This work is designed to meet the state requirements for teachers. Text and reference works will be used. Practical demonstrations in laboratory and field garden. Full note book required.

First semester, 6 hours.

I. Agriculture. Continuation of course H.

Second semester, 6 hours.

Fourth Year.

J. Botany. A life history of various types of plants, selected from the principal groups. Study of roots, stem and leaf, buds, branches, flowers, pollination, seeds, various groups of algae, fungi, lichens, mosses and liverworts. Text: Bergan and Caldwell. First semester, 6 hours.

H. Botany. The pteridophytes, gymnosperms, angiosperms, flowering plants, timber, plant breeding and ecology.

Second semester, 6 hours.

Note.—In the laboratory classes about two-fifths of the time will be devoted to recitations, and three-fifths to experimental work in the field and laboratory. A careful note book will be kept by the student, with drawings and notes of all original work.

PHYSICAL TRAINING.

Mr. Newcomb.

Miss Donaghy.

First Year.

A. Elementary Course for Boys. Work in the Gymnasium, consisting of tumbling, parallel bars, trapeze, rings, Indian clubs, dumb bells, military, etc. Foot ball, basket ball, baseball or track work may be substituted for this course. First semester, 2 hours.

B. Course A continued. Second semester, 2 hours.

C. Elementary Course for Girls. Drills, marching, Indian clubs, dumb bells. Basket ball teams will be organized. Also other indoor games will be played.
First semester, 2 hours.

Second Year.

E. Advanced Course for Boys. More complicated work will be offered, based upon Courses A and B. Lectures on various health problems. First semester, 2 hours.

F. Course E continued. Second semester, 2 hours.

G. Advanced Course for Girls. More complicated work in the gymnasium, based upon Courses C or D. Lectures on various health problems by lady instructor.
First semester, 2 hours.

H. Course G continued. Second semester, 2 hours.

APPROVED HIGH SCHOOLS.

The state laws of Oklahoma authorize the State Superintendent to issue teachers' certificates to teach in the common schools of Oklahoma for a period of two years, to graduates of High Schools approved by the State Superintendent.

Required Subjects.

"(a) Normal training courses shall be elective and must be given in the eleventh and twelfth grades. Graduates of this course must complete at least 16 high school units which shall include the units prescribed by the University.

"(b) The Normal Training Course shall consist of at least one-half unit in Psychology; one-half unit in the science of teaching; one full unit in American History and Government; one full year's work in Agriculture with laboratory and demonstration work giving especial emphasis to school gardens and practice, not to be offered earlier than the eleventh grade, provided that in cases where this arrangement is found to be impossible, Agriculture may be offered in the tenth grade; not less than one full unit in Domestic Science for girls and not less than one full unit in Manual Training for boys to be given during any year of the high school course; and one full unit in review courses of six weeks each, to include the following subjects in the order listed: Penmanship and Spelling, Reading, Physiology and Sanitation, Arithmetic, Grammar, and Geography. It is preferred that two units of Domestic Science or two units of Manual Training be required."

General Requirements.

(a) Regular students above the tenth grade or graduates of any high school shall be eligible to take this course. All high school graduates must be certified by the school graduating the student.

(b) The City Superintendent is required to certify under oath on blanks which will be furnished by the State Superintendent the courses completed by each applicant for a certificate, with the standing on a basis of 100 per cent.

(c) No certificate will be issued to an applicant unless recommended by the City Superintendent as being a person having the essential qualifications of a teacher, which recommendation shall be indicated on the face of the certificate when issued." (Extracts from "Outlines of Requirements for Normal Training, High Schools," Etc.)

The College of Fine Arts

I MUSIC
II ORATORY
III FINE ARTS

The College of Fine Arts

FACULTY.

ISAAC NEWTON McCASH, LL. D., President. ... ...

CHAS. M. BLISS, Dean.. Professor of Voice, Composition, Instrumentation, Ear Training and Harmony.

REIN DYKSTERHUIS, Professor of Violin and Ensemble.

CLAUDE R. NEWCOMB, Professor of Voice, Public School Music, Sight Reading and Director of Chorus.

**.....Professor of Organ, Counterpoint, Harmony, Ensemble, Pedagogy, Form, and Analysis.

MAUDE BLISS, Professor of Piano and Theory.

*MAGDALENA STUKEY, A. M., Professor of Modern Languages.

*ROY WOLFINGER, A. M., Professor of English.

ELIZABETH DONAGHY, B. O., Instructor in Oratory, Expression and Dramatic Art.

INA LOGAN-HARMON, Instructor in Piano.

HILMA MILLER, B. S., Instructor in Art.

*Professor in College of Liberal Arts.
**Place to be filled.

College of Fine Arts

(Special catalogue of the College of Fine Arts mailed upon request.)

The College of Fine Arts is one of the strongest schools of its character in the South and West. It comprises:

1. Music.
2. Oratory.
3. Art.

Entrance Requirements

For entrance to the regular courses in the College of Fine Arts the student should have a diploma from an approved high school. When the student is deficient in these requirements, he is permitted to pursue his studies in the Fine Arts, and at the same time make up his literary deficiencies in the University High School.

I. MUSIC.

Literary Requirements.

A standardized high school course is recommended as the basis for instruction in the School of Music. The student, however, is permitted to substitute electives for certain required high school units. The following are required: English, 3 units; Algebra, 1 unit; History, 1 unit; One Foreign Language, 3 units; Psychology, one-half unit; Elective, seven and one-half units, other than music.

Professional and Special Courses.

The College of Fine Arts offers two separate and distinct courses of study.

The Professional course carries with it a literary requirement equivalent to a high school course. The Special

course does not. Recognition to graduates in the Professional course will be given as follows: "Certificates, Diplomas and the degree, Bachelor of Music.

Graduates of the Special Course will receive "Certificates of Musical Proficiency," and "Diploma of Musical Proficiency."

Duration of Professional Course.

The duration of each course is the same, and depends upon the natural ability and industry of the student, as well as upon the quality and amount of the previous instruction. Skill and efficiency alone will be the basis for the awarding of all Certificates and Diplomas. A beginner, of average intelligence, and possessing well-developed mental powers, can complete the required course leading to Diploma in four years. At least one year additional will be required for the degree, Bachelor of Music.

Private and Class Instruction.

1. Students are taught individually, two half-hour lessons per week. Those who wish to specialize can take lessons more frequently.

2. Class lessons are also given. Members of a class not only receive a valuable amount of individual instruction, but have the benefit of the instructor's criticism of the work of others, and become acquainted with many compositions other than the ones they are studying. A combination of both private and class is the ideal plan.

PREPARATORY DEPARTMENT.

The work of this department is especially designed to suit the musical needs of children. This work is given in the down town studio. Children have the privilege of receiving a musical education from the very beginning through the Post Graduate Course. At the completion of the work required each child will receive a Certificate of Admission

which will entitle him to pass into the College of Fine Arts proper, with instruction at the University. The work is equivalent to the work of the public schools and is connected as closely to the College of Music as the public school is to the high school. Pupils completing the work in the Preparatory Department are able to enter the College of Music.

THE COLLEGE.

I. PIANO AND THEORY.

The importance of thorough studies in the Theory of Music is emphasized in all departments. The pursuance of the following studies, combined with full time in Piano or Organ leads to graduation in the prescribed courses. The theoretical requirements for graduation in Voice and Violin are slightly less than in Piano.

Certificate Course.

(First Year.)

Ear Training, Theory, History of Music, Rehearsals and Lectures.

(Second Year.)

Ear Training, Harmony, History of Music, Appreciation, Interpretation, Pedagogy and Ensemble, Public Playing, Acoustics.

(Third Year.)

Harmony, Rehearsals and Lectures, Interpretation and Ensemble, Musical Form and Analysis, Strict Composition, Appreciation of Music.

Diploma Course.

(Fourth Year.)

Counterpoint, Composition, Individual Public Recital, Interpretation, Practice Teaching, Ensemble.

Graduate Course, With Degree B. M.

(Fifth Year.)

Canon and Fugue, Instrumentation and Orchestration, Composition, Interpretation, Public Recital.

II. ORGAN.

The School of Fine Arts of Phillips University has added to its equipment and increased its capacity for the development of its students, by placing an Organ in the auditorium. This Organ is a product of the Moller Organ Company of Hagerstown, Maryland.

The Organ is called the "King of Instruments." It places within the power of one person musical effects that are otherwise unattainable, without the combined efforts of many performers on various instruments. While orchestral effects are possible, the highest purpose of the organ is not to imitate the orchestra. Many of the greatest masterpieces of musical literature were produced for the organ and as the instrument has developed, many composers of the Modern School have devoted their attention entirely to composition for this instrument. The fascination of the study of the organ cannot be realized until experienced. The possibilities of color effect through the combining of the stops are unlimited and the art of registration remains a life study of constantly increasing interest. The need of trained organists for the churches is a well recognized fact. Two courses are offered providing for training of the reasonable work of Church or Concert Organist.

Certificate.

(First Year.)

Manual and Pedal Technique, Art of Registration, Mechanism and Structure of the Organ, Harmony, Transposition, Ear Training, Acoustics, History of Music.

(Second Year.)

Ear Training, Harmony, Modulation, Counterpoint and

Composition, History of Music, Musical Form and Analysis, Accompaniments, Choral Study, Recital.

(Third Year.)

Canon and Fugue, Composition, Instrumentation, Interpretation, Accompaniments, Improvisation, Concert Technique, and Repertoire.

Piano and Organ Equipment.

In the College Auditorium are a Chickering Grand and a Moller Organ of adequate size for Recital purposes. The Studios are furnished with pianos from standard manufacturers.

III. VOICE.

The acme of beautiful musical expression is found in artistic singing. In no form of music is early training of such paramount importance as in the development of the voice, for here you must not only acquire the technique of the instrument, but the instrument itself must be moulded and guided in its growth to maturity.

Voice Training.

Correct breathing and placement of tone, and the application of right habits form the basis of all instruction, the result is an easy flowing, resonant and beautiful tone. Careful attention is paid to the requirements of each individual student.

Interpretation and Repertoire.

Students are taught to portray through the voice, the varying sentiment and emotion indicated by the poetic and dramatic moods of the text. Strict attention is given to tone color, phrasing, enunciation and rythm.

The best examples of the German, French, Italian, Russian, English and American schools,—also standard Oratorio and Operatic experts are carefully studied and prepared for public presentation.

Sight Reading.

Scores of young men and young women with good voices might obtain remunerative positions in church choirs if they were able to read music readily. Instruction is given that enables the student to read music at sight, alone or in parts without the aid of an instrument.

Public School Music.

A course in public school music is part of the preparation demanded by many states of their teachers. The course we offer covers the teaching of Primary, Grammar and High School Music, also the work of the Supervision of music, and is practical and thorough,—offering a complete solution of the problems of the teacher of music in the public schools.

Theoretical Requirements.

The theoretical requirements for graduation in Voice are slightly less than in Piano. Graduates in Voice must be able to read music at sight, and be able to play accompaniments of moderate difficulty.

IV. VIOLIN.

1. Preparatory. Manner of holding the violin and bow, easy exercises in bowing and fingering. Selections from Meerts and De Beriot's Violin School, also Schraedieck's Technical Studies. Sevcik's Violin School, also Schraedieck's Technical Studies. Sevcik's Schule der Violin Technik and the first two books of Kayser Op. 20. Major Scales (two octaves). Easy pieces in first and third positions. Special attention is given to acquiring a proper method of holding the bow and to the quality and breadth of tone.

2. Intermediate. Schraedieck's Technical Studies and Sevcik's Schule der Violin; Technik Completed. Kayser Op. 20, Book III.; Kreutzer Etudes, Major and Minor Scale and two octave Arpeggios. Solos by Bohm, Wieniawski, DeBeriot, Dances and others. Sonatas and the easier concertos of Viorti, DeBeriot, and Kreutzer; also practice in ensemble.

3. Advanced. Etudes, Kreutzer, Rode, Duets, Trios and Quartettes; Selected Solos; Sonatas, Concertos by Bach, Handel Beethoven, Mendelssohn, Spohr, Viotti, Rhode, De Beriot, Wieniawski, Grieg and others.

V. DEPARTMENT OF WIND INSTRUMENTS.

Preparatory. Manner of holding instrument, exercises in fingering and correct breathing. Drills in sustaining tones.

Intermediate. Minor and major scales, correct tonguing, ear training Otto Langey tutors.

Advanced. Selected solos, duets, trios and quartettes. Special training in double and triple tonguing.

Phillips Band. The Phillips band is one of the largest and best organizations of its kind in Oklahoma. This band gives two special public concerts every year, featuring classical and high grade music from the most noted composers. The band is always ready to furnish music for any function given by the University where band music is desired. All students who are proficient on any band instrument are admitted to this band. It is required that all band members shall attend at least three-fourths of the band rehearsals, otherwise they will not be allowed to appear in any public engagement.

Beginners' Band. There will be annually organized a beginners' band for the benefit of those who wish to become more proficient on the various band instruments. Members of this organization will be promoted to the Phillips band as fast as they become eligible.

Special Advantages.

Not less important than class-room instruction is the opportunity of hearing good music. Recitals by members of the faculty and visiting artists form a valuable feature of each year's work. The annual Spring Festival with its Concerts by a visiting Orchestra and assisting artists and the presentation of one of the great Oratorios by the University Choral Society is the most important Musical event.

Student Recitals.

Students will be given every opportunity to appear in public as soon as they evidence the ability to acquit themselves with credit to themselves and to the College. These weekly recitals are a great advantage to the students in gaining self-control and ease in public appearance and gives them an opportunity to become acquainted with a far greater number of musical compositions than they can study individually. Public recitals are given throughout the year.

Ensemble Organizations.

The University Orchestra, Band, Choral Society and Glee Club afford excellent experience in ensemble work, as well as providing splendid musical entertainment for various University festivities. The various choirs in Enid, some of which are under the direction of members of the faculty of the College of Fine Arts, offer opportunity to students to obtain experience in church choir work.

Concert Bureau.

The College of Fine Arts is prepared to supply talent or provide entire programs for recitals and concerts at very reasonable rates.

Entrance and Classifications.

Beginners will be received in any department. More advanced students will be assigned to the grades for which they are qualified. Students are, however, allowed perfect freedom in their choice of teachers. Enrollment may be made at any time, although it is preferable that students enter at the beginning of the term.

II. ORATORY AND DRAMATIC ART.

The purpose of this department is to train the students in the speech arts.

Good readers and public speakers are always in demand. No education is complete without some training in expression.

All thoughts and feelings tend to express themselves in actions, hence good expression is secured primarily by securing proper psychic states.

Physical exercises are of value as they free the body from restrictions and give unity, poise and control.

Vocal culture is important as a means of strengthening the voice, improving tone quality and giving vocal control.

Much attention will be given to the interpretation of all classes of standard literature.

A specialty is made of public speaking. All students who expect to do platform work should not fail to take courses in this department.

(A)

Diploma Course in Expression and Dramatic Art.

Time required, two years.

Prerequisite, H. S. diploma.

Foundations of Expression by Dr. S. S. Curry.

Studies and problems for developing the voice, body, and mind in reading and speaking.

Platform presentation.

Physical Training.

Time, one semester.

Lessons in Vocal Expression by Dr. S. S. Curry.

Process of thinking in the modulation of the voice.

Interpretation of Minor Prose and Poetry.

Platform presentation.

Physical Training.

Time, one semester.

Lessons in Vocal Expression by Dr. S. S. Curry.

Criticism.

Pantomime.

Platform presentation.

Time, one semester.

Classics for Vocal Expression.

Shakespeare.

Cutting and arranging novels and plays for monologue representations.

Stage business.

Time, one semester.

(B)

Diploma Course in Oratory Leading to B. O. Degree.

Time required, one year.

Prerequisite, course A.

Study of best orations.

Extemporaneous speaking.

Criticism.

One original oration.

Required: Logics, Psychology, College Rhetoric, College Literature, Parliamentary Law, Argumentation and Debate.

(C)

Diploma Course in Oratory Leading to M. O. Degree.

Time required, one year.

Prerequisite, course A.

Study of best orations.

Extemporaneous speaking.

Advanced lecture and oratorical work.

Note. These courses will be modified to meet the needs of students. Students who are one or two credits short of entrance requirements may enter as regular students and will be given a reasonable length of time to make up deficiencies.

III. ART.

Art, Theory, Practice, History, Drawing and Painting, Plan of Work.

The work in Art is planned for those who desire art as a profession or an accomplishment, and for those who apply drawing to their scientific work, or public school teaching. The time has come when drawing is recognized as a necessity for the successful study of botany, zoology and sciences generally, and for teaching in public schools.

The special object is to cultivate the powers of observation and representation, to form and color, so that the student may lay a correct foundation for future work in art lines.

Courses.

Courses in the following lines of work will be offered. The regular course, including preparatory work to students who have had no previous art training. Mechanical drawing, free-hand pencil work, pastel, water and pen and ink work. A special course is offered in pastel, water, oil and German wood-work.

China decoration, which includes several months in the design class. This work couples realistic, conventional and semi-conventional. All work in the art department is fitted to meet the direct wants and needs of the individual student.

Equipment.

The Art Department has two beautiful, well lighted and well ventilated rooms, one for work and one for display of work done. There is an atmosphere of beauty and refinement in the surroundings which is very conducive to true art-culture. The studio is well provided with plaster casts, still-life models and reproductions of masterpieces for study, water color studies in color, china models done in all the prevailing styles of Ceramic decoration, hundreds of designs,

to be used or studied by the students, and two revelation kilns at the command of the department for firing purposes.

Hours of Work.

One lesson consists of three hours' work with all necessary help and criticisms during that time. To complete a course in any branch of art, the History of Art will be required. One afternoon each week will be devoted to this study by means of lectures and assigned readings.

Exhibitions.

The best work of the student will be exhibited every month when visitors will be invited to inspect it. At this time collective criticism of the students' work will be given, with recognition of good work by honorable mention.

Diplomas and Certificates.

A diploma will be conferred in the Ceramic department upon those students who have put in three years study, and prove themselves competent to handle every phase of the work including a knowledge of firing and the management of the kiln. (One year of this work must be done in Phillips.)

A diploma in the department of water color, will be granted upon the completion of a prescribed course, and a course in the history of art.

Students who have completed the prescribed course in Art, but who have not fulfilled the literary requirements, will be granted certificates of proficiency. For the full diploma, however, graduation from a first class high school or the equivalent, is required.

Due credit will be given in this department to students who have studied under efficient teachers elsewhere.

Summer School

Summer School

Summer Session, 1916.

The Second Annual Summer Term of Phillips University will open Monday, May 29. Students will register and classes will be formed on this date. Collegiate subjects taken for three hours semester credit will be taught daily throughout the term. High School subjects taken for four hours semester credit will be taught nine times per week. Collegiate subjects taken for five hours semester credit will recite twice daily. The final examinations will be held Saturday, July 22nd.

This summer session offers opportunity for high school students to earn two half units during eight weeks. College students may earn a maximum of nine semester hours credit. Teachers may have their grades substituted "in lieu of an examination on any teachers' certificate." Graduates of high school normal courses do work which will be credited in place of an examination when the time comes to have their certificates renewed.

All work done will be of standard character and credits earned may be transferred to other high schools and colleges if so desired.

Expense.

The price of board, room, and tuition for the summer term of eight weeks is $40.00. This price is considerably below the actual expense of attending most other summer schools of the state. Tuition for the term will be $10.00. These prices include the lectures and entertainments that form a part of the summer school program.

Courses Offered.

The strong faculty and equipment of Phillips University make it possible to offer any high school or college course for which there is sufficient demand. In addition to these regular courses special review courses in the grades

will be given to prepare teachers for the county examinations.

There will be classes formed in Rural Economics, Sight Singing, Teaching of Public School Music and other courses of especial value to rural teachers.

Lectures.

Another reason for the increasing popularity of the Summer School, is the lecture course that is closely linked with the Summer School idea. It is the custom at this time to secure the attendance of lecturers and educators of prominence, who bring entertainment, instruction, and inspiration to both student and faculty.

Phillips is especially fortunate in having been able to secure for this feature of the Summer Session the services of speakers of wide reputation. Several of these are:

Pres. W. A. Brandenburg, Pittsburg, Kan.
Rev. H. E. Van Horn, Oklahoma City.
Rev. W. S. Priest, Wichita, Kansas.
Rev. B. F. Cato, Little Rock, Arkansas.
Supt. J. W. Tyler, Enid, Oklahoma.

At regular intervals throughout the summer, the College of Fine Arts, under the direction of Dean C. M. Bliss, will offer interesting and entertaining musicals. These, as are the lectures, are included in the fee for tuition.

Music.

The music of our Summer Term will be under the personal supervision of Mr. Charles M. Bliss, Dean of the College of Fine Arts, of Phillips University, who will remain in Enid during the entire session.

Mr. Bliss will be assisted by Mrs. Charles M. Bliss, instructor in piano, and Prof. Rein Dyksterhuis, instructor in violin. Both these teachers belong to the regular teaching staff of the College of Fine Arts, and no better opportunity for the study of music can be had in Oklahoma during the summer, than will be offered here.

The entire Fine Arts building will be at our disposal during the summer. This building contains a large, well lighted Theory Room, with ample blackboard specially ruled for classes in Harmony and Counterpoint. Cool and well ventilated teaching rooms for private lessons, and practice rooms with pianos for student practice. A two manual Pipe Organ in the chapel for use at the assembly hour is also a part of our equipment.

Special and Helpful Features.

Talks on Community Music, Musical Appreciation, Recitals and Lectures on General Musical Topics will add zest and enthusiasm to the summer's work. This in addition to the lectures and entertainments on other subjects as announced elsewhere in this Bulletin will furnish a menu of good things hard to excel anywhere.

Terms.

For the summer, a special rate will be given, as follows:

Piano, two half hour lessons per week	$16.00
Piano, one half hour lesson per week	9.00
Voice, two half hour lessons per week	16.00
Voice, one half hour lesson per week	9.00
Violin, two half hour lessons per week	16.00
Violin, one half hour lesson per week	9.00
Harmony, Counterpoint, History of Music in class, two lessons per week, each	5.00
Full course in Theory (in class)	15.00

University Hospital and Training School

University Hospital and Training School

BERTHA STARK, Superintendent, Instructor in Training Department for Nurses.

ANNA MAY LINDELL, Head Nurse, Instructor in Bed-side Nursing.

LECTURES.

S. N. MAYBERRY, M. D.
J. H. BARNES, M. D.
G. A. BOYLE, M. D.
J. W. BAKER, M. D.
W. H. McKENZIE, M. D.
A. L. McINNIS, M. D.
JULIAN FEILDS, M. D.
L. W. COTTON, M. D.
C. E. THOMPSON, M. D.
W. J. KENDALL, M. D.
J. R. SWANK, M. D.
B. T. BITTING, M. D.

For eight years we have been running in connection with the University, a first class Hospital and Training School.

This department is the beginning of the contemplated Medical College of the University. It is the intention of the University in the near future to offer the first and second years in medicine, and the management has already negotiated with some of the best institutions of medicine and surgery for the purpose of securing recognition of our first and second year course.

The great advantage of such an arrangement to young men of limited means is manifest, as the University can certainly offer the first two years in medicine at much less expense than can a regular medical college.

University Hospital is a beautiful structure of brick and stone, three stories, had originally thirty-five rooms, and was so constructed that it could be easily enlarged. A small addition has recently been added.

The building is modern in every respect, having the hot water system of heating, spacious halls, fine ventilation and plenty of light and sunshine.

It is scientifically equipped and served by a full corps of training nurses. In connection with the University Hospital there is, in successful operation, a training school for nurses.

The past year has been a very successful one for the Hospital, and its usefulness and influence are being extended far and wide.

In the construction and management of the institution no means or pains have been spared to make it strictly first class and today we are proud to say that University Hospital has one of the best hospitals and training schools in the state.

Training Department.

A regular course of lectures on all branches required by the state law is given.

Diplomas are issued from this department at its regular commencement exercises.

Qualifications for Admission.

For admission to the training school, girls must be in good health, 20 years of age, have common school education plus one year in high school or the equivalent, and good moral character. At the end of sixty-days' probation, if found worthy for this vocation she will be retained. All pupils are under the control of the management and every care is taken for their comfort and health.

Arrangements have been made so that nurses can pay their way, so no money is required in order for one to take the Nurses' Course.

Hispital Service and Equipment.

Ambulance. The hospital has an auto ambulance. This ambulance is especially adapted for bringing in patients from a long distance in the country, or for transporting those who are too sick to ride on a train. It is equipped with electric heater, reclining chair, or bed.

Every one who is interested in Phillips University should be interested in the University Hospital and Training School.

We ask the support of all ethical physicians as well as the public at large..

Cases Admitted.

All regular hospital cases are admissable, both surgical and medical, except contagious diseases.

We are prepared to do all X-Ray and Laboratory work. Prices for this work are reasonable.

For further information address,

S. N. MAYBERRY, Chief Surgeon, Enid, Okla.

General Information

General Information

1.—Examinations.

All students are required to take the examinations or test that comes during the last week or ten days of each semester, and those who receive a grade of Inferior (I) or better as an average for the term's work, including the examination, will be passed. Those who receive the grade of Condition (C) may take a second examination after sufficient interval to give the student time for needed preparation. Those who receive the grade Fail (F) must take the course over to receive credit.

2.—Entering or Leaving Classes.

While large liberty is allowed to students in the selection of studies, yet deans and principals must pass upon the studies selected before the student enters classes. When once the student has enrolled in any class he is not permitted to drop out without the consent of his dean or principal.

3.—Amount of Work.

Sixteen recitation hours per week give the average student sufficient work. But two additional hours may be taken by strong students who have had good preparation. Not more than eighteen hours can be taken without the consent of classification committee and then only on condition that the additional hours be dropped in case the work is not satisfactory to the professors. Students desiring to take less than fifteen hours must also get the consent of the classification committee.

Students taking work in the special schools will be required to regulate the amount of their literary work by the amount of special work done.

4.—Private Examinations.

Students who may, for any reason, fail to complete the work of a term in any study, may secure a private examina-

tion in such study, provided the teacher in charge is willing to give it. A fee sufficient to compensate the teacher for his extra trouble must be paid.

5.—Advanced Standing.

Students who wish to take advanced standing may do so by presenting satisfactory grades or statements from High Schools and higher institutions of learning, of good standing. When such grades or statements are not available the student may receive entrance examinations.

6.—Credits Needed for Classification.

For Freshman ranking 15 High School units.
For Sophomore ranking, 31 semester hours.
For Junior ranking, 62 semester hours.
For Senior ranking, 93 semester hours.
For Graduation, 124 semester hours.

7.—Terms of Admission.

Students coming from other Institutions are expected to present evidence of honorable dismissal.

Graduates of high schools accredited either by the State Universities or by the North Central Association of Colleges and Secondary Schools are entitled to Freshmen ranking.

All students entering for the first time must present a complete statement of all work done above the 8th grade, certified by the principal of the school attended in order that they may be properly classified.

Students must complete the work of the semester or make arrangements that are satisfactory to the professors before taking up the work of a subsequent semester.

8.—Chapel Attendance.

Students are required to attend chapel. The time spent in chapel is of great value and the earnest student will feel that he can not afford to miss the advantage to be gained. A student is allowed .25 of a point of credit for chapel attendance. Each absence from chapel takes .05 of a point of credit from the student's total points of credit.

9.—Regularity in Attendance.

Students should make it the rule of their school life to be very regular in attendance at recitations and all the required exercises of the school. Irregularity makes satisfactory progress impossible. The missing of even a very few recitations detracts seriously from the student's standing. Students should be prompt and regular in attendance, because they owe it to themselves, their fellow students and the Professors and because they will thereby form a habit that will bless them throughout life.

In order to make the students realize the importance of regular attendance, the points of credit were introduced, This requires regular attendance on the part of the student; oherwise additional class room work must be taken for graduation.

4.—Correspondence Work.

Correspondence work is of two kinds: (a) that meant for credit; and (b) that not meant for credit.

Before being enrolled for a course meant for credit, the student shall supply credentials for classification as if in residence. If the student does not wish credit he may enroll for any course he is prepared to carry.

The maximum credit per semester for correspondence work is regularly nine semester hours.

Credit for correspondence couses of classified students will be recorded upon approval by a committee consisting of the deans and the principal of the high school.

Courses not meant for credit may be credited at some future time upon examination. The student will be given a certificate statement of the completion of such courses with grade by the instructor giving the course.

Resident students may not be enrolled in correspondence courses while being in residence work.

Beginning or elementary courses will be presented by definite lesson assignment with necessary instruction for its preparation and test questions upon each lesson.

Advanced courses may be taught informally by furnishing the student a skeleton outline of the subject together with a bibliography. The student must furnish evidence of the satisfactory completion of the subject by reports, examination and such other evidence as may be required.

The above regulations concerning classification, enrollment, and credit shall apply also to literary courses taken in private, or partly in private and partly by correspondence.

Each credit hour for non-resident work shall represent three to four hours per week of preparation by the student.

Students taking work in private recitation shall recite at least 30 minutes weekly throughout the semester for each hour of credit.

We have no published list of courses offered in private or by correspondence, but inquiry is solicited from those interested in doing such work.

Fee, $3.50 per semester hour.

5.—Graduation and Diplomas.

All candidates for graduation must make formal application for graduation accompanied by the graduation fee at the time of their enrollment for their last semester's work. It must be indorsed by each dean or principal in whose department conditions for graduation are to be satisfied, naming all courses still required to be completed before graduation.

The graduates of any of the colleges and schools receive the University diploma upon the payment of the prescribed diploma fee.

Special certificates are granted to those completing regularly formulated shorter courses.

Those completing the work of the High School receive a diploma which is equivalent to that granted by the best High Schools.

2.—Conditions of Admission.

(1.) The required tuition fee must be paid.

(2.) A course of study must be selected with advice and consent of the dean or principal of the school, sufficient for constant and vigorous work.

(3.) Non-resident girls will room in the Athenian Hall, under the immediate oversight of the teachers and dean of women. They may, however, by special permission, room with relatives or in private homes, for purposes of self-board. If the Athenian Hall will not accommodate all of the young ladies, special arrangements will be made for rooms in private families where several can room together, accompanied by lady teachers.

(See article elsewhere on ladies rooming out.)

(4.) Young men will be permitted to select their own rooming place, subject to the approval of the faculty.

3.—Time to Enter.

The best time to enter is at the beginning of the semester or as near the beginning as possible. Students may, however, enter at other times, but it will be attended with some disadvantage.

1. EXPENSES.

Tuition and room rent are payable by the term in advance.

Tuition.

For Semester, Eighteen Weeks.

College of Liberal Arts	$25.00
College of The Bible	10.00
School of Education	25.00
High School	20.00

Fees.

Per Semester, Eighteen Weeks.

Student Activities, including Gymnasium	$4.00
Chemistry	3.00
Zoology	2.00
Botany	2.00
Physics	1.00

Diploma Fees.

College of Liberal Arts	$5.00
College of Fine Arts	5.00
Training School for Nurses	5.00
University High School	3.00
Certificates	2.00

Late Enrollment.

An additional fee of one dollar will be charged those who enroll after the regular enrollment days. This fee for late enrollment does not apply to students enrolling in the University for the first time.

Special Concessions to Ministerial Students.

1. Ministerial students are charged but $10.00 tuition per semester, for a grade of instruction that otherwise is listed at $25.00.

2. Notes will be taken from ministerial students covering the difference between the ministerial rate and the tuition in the College of Liberal Arts. These notes will be cancelled if the student enters the ministry at the close of his college course, and remains in the work for three consecutive years.

3. All ministerial students must become members of the Ministerial Association, an organization which labors for the mutual welfare of its members. The fee is $1.00 paid once a year.

SCHOOL OF FINE ARTS.

Term of Nine Weeks.

(The University semester of eighteen weeks is divided into two terms of nine weeks each.)

Piano.

With----------

2-30 minute lessons per week	$22.50
1-30 minute lesson per week	13.50

Class lessons (Three in class).

1-60 minute lesson per week	7.50

With Mrs. Bliss.

2-30 minute lessons per week	$18.00
1-30 minute lesson per week	10.00

With Mrs. Harmon.

2-30 minute lessons per week	$9.00
1-30 minute lesson per week	5.00

Voice.

With Mr. Bliss.

2-30 minute lessons per week	$22.50
1-30 minute lesson per week	13.50

Class lesson (Three in class).

1-60 minute lesson per week	9.00

With Mr. Newcomb.

2-30 minute lessons per week	$18.00
1-30 minute lesson per week	10.00

Class lessons (Three in class).

1-60 minute lesson per week	6.00

Violin.

With Mr. Dyksterhuis.

2-30 minute lessons per week	$18.00
1 30 minute lesson per week	10.00

Class lessons (Three in class).

1-60 minute lesson per week	6.00

Organ.

With_____

2-30 minute lessons per week	$27.00
1-30 minute lesson per week	13.50

Class lessons (Three in class).

1-60 minute lesson per week	9.00

Theory.

Counterpoint, in class	$6.00
Interpretation, in class	6.00
Composition, in class	5.00
Instrumentation, in class	5.00
Ear Training, in class	5.00
Pedagogy, in class	5.00
Harmony, in class	5.00
Public School Music, in class	5.00
Ensemble	2.00
Sight Reading	2.00
Use of practice piano, one hour per day	2.50

Instruction is free in all branches not to be found above. Ten per cent reduction is given on theoretical work when more than one study in theory is carried by regular students. Regular students, that is, students carrying full work in any department may carry one literary subject in the University without additional charge.

ORATORY AND EXPRESSION.

Term of nine weeks.

1-60 minute lesson per week---------- 6.00

Class lesson (Three in class).

1-60 minute lesson perweek---------- 6.00

SCHOOL OF ART.

Term of nine weeks.

Full time (all day) for one term----------$20.00
Two hours a week (private lessons) for one term--$12.50
Pastel, Water Color, Crayon, Cast Drawing, Cartoon, Illustration, Craft Course.

Class lessons (3 hours each) 2 lessons per week----$15.00

Normal Art Course.

Class lessons (3 hours each) 5 lessons per week----$15.00

Ceramics.

1 hour a week for one term----------$ 6.50
2 hours a week for one term---------- 12.50

History of Art, Artistic Anatomy.

Class lessons (1 hour each) 1 lesson per week------$ 5.00

REDUCTIONS.

Students taking double work in one of the special schools, of Music, Art or Oratory, will receive 10 per cent discount. Students taking full time in a special school are given one subject free in the High School, College of the Bible, or College of Liberal Arts. No reduction to students taking one special department and a literary course.

BOARDING DEPARTMENT.

Rent at Athenian Hall.

Per Semester.

Rent at Athenian Hall; one in a room $30.00
Rent at Athenian Hall; two in a room, each 20.00

One person may occupy a room whenever there are rooms to spare by paying one-half more room rent.

The above prices include heat, light and care of Lady Principal.

Occupants furnish their own bedding and linen.

Good rooms can be had by young men in private homes near the University from 75 cents to $1.25 per week.

Meals served in the dining room at the Athenian Hall to both ladies and gentlemen. Price $3.00 per week.

Room and board in private homes can be had from $4.00 to $5.00 per week.

SOME QUESTIONS CONCERNING EXPENSES OFTEN ASKED.

1. Do you refund tuition when students leave school before the close of the term?

Only in case of sickness; students who leave school on account of sickness before the term closses will be credited with the unearned tuition on a subsequent term. If they leave for any other cause the tuition for the remainder of term is forfeited. Sickness for less than two weeks is not considered.

2. Are there any extra expenses?

Students must pay for their laundry, books and school room stationery. Books and stationery are invariably sold for cash.

3. What are students who room in Athenian home expected to furnish.

Students will be requested to furnish their own sheets, pillow cases, blankets, one thick comfort, and towels. These as well as all articles of clothing should be plainly marked with indelible ink.

4. Does it cost more to send a student to Phillips University than to a state school?

We believe a student who is willing to economize can go cheaper here than to the average state school. Our co-operative form of boarding saves more than the average cost of tuition and our students are free from the expenses incident to school clubs, fraternities and sororities to which students in most state schools are subject.

SUNDRY MATTERS OF INTEREST.

1.—Young Ladies Required to Room in Athenian Hall.

We require all young ladies from a distance, to room in the Athenian Hall except in such special cases as the faculty may approve. Young girls need the most careful oversight. We employ a competent Dean of Women who gives her whole time to the care of the young ladies. Their health is properly cared for. Much attention is given them along social and domestic lines. In short, if parents hold us responsible for their daughters when they send them to our school, they must place them under our oversight and control.

Young ladies rooming in the Athenian Hall are under the supervision of the Dean of Women, whose duty it is to look after their general welfare and good deportment.

Young ladies will not be permitted to spend the night out in the city. They will be permitted to go to the country only on written consent of their parents or guardian and only then at the discretion of the Dean of Women.

No young lady rooming elsewhere will be permitted to take her meals in Athenian Hall, except young ladies living in the city of Enid may take their dinners in the boarding hall.

At the beginning of each semester a dispensary fee of 50 cents will be charged young ladies boarding in the ladies hall. This will be used to provide simple remedies for those who need them and are not sick enough to require the care of a physician.

As the rate of board and room is already at a minimum, no reduction will be allowed for any part of a weekly absence during the term, unless arrangement is made at the beginning of the term for regular absences.

All students are required to attend church and Sunday school on Sunday. The place of worship is left to the parents.

2.—Time to Arrive.

Students should not arrive until a day or two before the term opens. They can do nothing but get settled in their rooms and this requires but little time. If students arrive several days before the term opens, having no employment they are apt to get homesick.

3.—Visiting Home.

Students who go away from home for the first time naturally get homesick. Parents are cautioned against allowing their children to visit home under those circumstances as that only aggravates the trouble. The best way to cure homesickness is to stay away from home until the trouble is over, which usually requires only a short time.

4.—Spending Money.

Students need very little money beyond what is required for tuition, board and books. Many parents make a serious mistake in this matter. Inexperienced boys and girls are very poor judges of the amount of money they ought to spend and some fritter away considerable sums in worse than needless ways. The less money students have to spend the better off they are at school.

6.—Advantages for Self-Supporting Students.

Object.—The primary object of this department is to open the door of opportunity to a deserving class of young people who have been deprived of the privilege of education by lack of funds. The distribution of this work and the securing of jobs is in the hands of the Y. M. C. A.

There is no more desirable class of students than the young men and women who are ambitious for an education, and who have to depend upon themselves to secure it. They go to school, not because they are sent, but because it is their desire to do so, and they know the value of time. It will be the policy of Phillips University to assist in every way possible this worthy class of young people. We are glad to announce the following possibilities open to self-supporting students.

Forms of Work.

We will try to throw as much work into the hands of the students as possible. Some forms of janitor work can be placed in their hands. Monitor service and dining room work can also be done by students to some extent, and in a prosperous city like Enid different kinds of work can be found that students can do.

(1.) The Churches of Enid.

(1) The Churches of Enid.

Enid is well suplied with churches. Nearly all of the leading Christian bodies are represented. Students are expected to attend church and Sunday School regularly because of the large amount of valuable information to be gained.

(2.) Student Volunteer Band.

We believe that the University should inculcate the Missionary spirit. We have a number of young men and women who are preparing themselves for service in the foreign field. They have organized a "Student Volunteer Band." They hold regular meetings for the purpose of deepening their interest in the work.

(3.) Mission Study.

Large classes in Mission Study have been maintained here. The various foreign fields have been studied and discussed. During the coming year the work will be continued under competent leaders.

Library. A good missionary library is being rapidly built up. It receives substantial additions every year.

Museum. A good start has been made toward a missionary museum. Idols, curios, etc., from Africa, Japan, and other countries have already been received.

Friends of Missions are solicited to present books and curios to Phillips University, as good use will be made of them by the Mission Study Class.

(4.) Y. M. C. A. and Y. W. C. A.

The University has provided good quarters for these organizations. Large beautiful rooms have been placed at their disposal for their exclusive use. These rooms are in the new Library Building.

We place a high estimate on the work of the Y. M. C. A. and the Y. W. C. A. The Y. M. C. A. and the Y. W. C. A. have been organized. This work is undenominational in character. Its object is to promote spiritual growth and earnest consistent Christian life. Bible class work is especially valuable.

(5.) Ministerial Association.

A ministerial association composed of students preparing for the ministry has been formed. Much can be accomplished by discussing themes relating to church work, delivering sermons and writing papers on practical church problems.

7.—Athletics.

Believing that physical exercise is essential to mental development and that healthful sports tend to increase college loyalty, the teachers of the University will at all times encourage the student to participate in college sports and exercises for the purpose of building up the physical man. The young women will have daily exercise. The young men have organized an athletic association, and much interest is being taken in outdoor sports.

8.—The University Band.

A large band has been organized, and is doing good work. New students who own instruments are requested to bring them when they enter the University next fall. A competent instructor has been secured and efforts will be made to train a band of not less than thirty pieces to a high standard of efficiency.

9.—Literary Societies.

There are two Literary societies, well organized, and both are doing efficient work: The Periclean, and the Delphian. Good programs, literary and musical, are given each Monday evening. The Societies seek to broaden the interests of the students, to promote college spirit and friendship, and to give practical experience in public speaking and general literary work. All students should join one of these societies.

10.—Debate.

Phillips University easily leads the State of Oklahoma in debating contests. Of the eight debates held with other Oklahoma institutions our teams have won seven. Six Cup Debates have been held, and Phillips has won every time. Great interest is manifested in these contests.

11.—The Slate.

A publication by and for the students of the University is published monthly throughout the school year. This is a highly creditable publication and deserves wide circulation. Subscription, $1.00 per year.

12.—Expenses at a Minimum.

This educational enterprise is in no sense a money-making scheme. It is benevolent and philanthropic in the finest sense. To this end the expenses will be kept to the lowest possible point. Until the institution is endowed tuition fees in all the schools must necessarily be charged, but they will be made as low as possible.

13.—Discipline.

The discipline proceeds upon the assumption that we are dealing with gentlemen and ladies who are actuated by high motives and lofty ideals. We do not treat students as children, but rather as young men and women who are responsible, in large measure, for their own conduct. We do not burden them with many rules but expect each one to be a law unto himself, because he has arrived at that age when he is governed on the high ground of principle. The few regulations that we have are intended chiefly as reminders of matters of propriety that grow out of our community life as a University, that might otherwise be overlooked, even by well meaning students.

We shall always try to exercise due care over the habits and morals of students, but we shall expect our success to lie rather in our co-operation with the student than in the exercise of arbitrary control over him. Students in the college and in all the schools of the University are under the same general regulations.

The Dean of Women will give general and individual attention to women students and will consult with them in any matter concerning their welfare. It is the judgment of the University authorities that men and women room in different homes. All women are requested to communicate with the President and obtain his approval before engaging rooms.

14.—Morals.

It is not an uncommon thing for a student to retrograde morally while he advances intellectually. We will make it our business to care for the character of students as well as for their instruction in a literary way. We will aim to guard the morals of the students by wholesome advice, wise counsel and by throwing around them proper restraints.

15.—The Aristocracy of Merit.

In the University the rich and poor should meet together on a common level. Character and conduct, not clothes and money, should determine the student's standing. The self-supporting student should hold as high a place in the regard of his fellow students as the student who is lifted above the necessity of physical labor while in college. It will be our aim to discourage the class spirit and make the University truly cosmopolitan in its social temper.

16.—A Word to Teachers.

Teachers.—All teachers are required to report at the University at least one day before the opening of the term, so that they may be ready to welcome the new students that arrive and be in a position to consult with students concerning their class work. During the first few days of each term all teachers are expected to be in their class rooms during the entire day so as to be readily accessible to students. It is furthermore required that all teachers remain until the last day of each term, and to hold the students in their work until the close. If some classes close the work before others it has a tendency to demoralize the school.

17.—A Word to Parents.

Oftentimes parents, at the solicitation of their children, make requests of us that are very detrimental to the students' progress and standing.

(1.) Students often ask parents to allow them to visit other students and to visit other cities to hear lectures and attend entertainments of various sorts. This is very detrimental to the student's progress. We hope parents will be very cautious about giving their children permission to leave the school while work is in progress.

(2). Parents should see to it that their children are present on the first day of each term so they may be regularly enrolled and enter class work when it starts. When

they come in several days late they work at a disadvantage and are thus often discouraged. Students should also be required to remain until the last day of school and when they write to their parents asking permission to come home two or three days or maybe a week before the term closes, this request should not be granted. The last week of the term is very valuable. It is examination week, and serves to clinch the work of the term. We will not allow students to leave before the close of the term except under pressing circumstances.

18.—A Word to Students.

The earnest, faithful student will receive every encouragement. Labor for yourself, work for your school and be helpful to your fellow students, and you will never lack friends.

ENDOWMENT AND OTHER FINANCIAL ASSISTANCE.

(1). Endowment a Necessity. There is no institution of higher learning that can run permanently and successfully without endowment. Normal schools or schools that appeal to a very large constituency and offer but a limited range of study, can be supported on tuition. But for a college or university to be thus supported is manifestly impossible. The character and size of the faculty required, the costly equipment necessary, and the wide field of elective study that must be offered in this day make the expenses so great that they cannot be met by tuition fees without lifting education out of reach of four-fifths of the young people of our country. An endowment or its equivalent in some form must consequently be provided.

We hope that the friends of this work will feel that an obligation rests upon them to place the school upon a solid basis, giving it an income from endowment sources adequate to meet its requirements. Every friend of education in the great Southwest should count it a joy to have fellowship in such a work as this. A like opportunity for investing money for the Lord's work has seldom been offered.

(2.) Temporary Endowment.—As a temporary expedient we have been compelled to rely in part upon subscriptions from individuals for current expenses. These subscriptions have been taken in the form of notes in five equal annual installments. We have realized several thousand dollars each year from this source. Many of the subscriptions have expired, but we are adding a few new ones each year. We must continue this form of support until our endowment is materially increased.

(3.) Permanent Endowment.—In September, 1913, we realized $25,000.00 from the bequest of Thomas W. Phillips of New Castle, Pa. In the November following, the family of Thomas W. Phillips united in a contribution of $50,000.00 toward the permanent endowment. At the same time the pledge of Mr. R. A. Long, of Kansas City, of $25,000.00 was made available. Previous to this time pledges for permanent endowment had been taken which aggregated $20,000.00.

$25,000.00 of the original bonus given by the City of Enid has been invested in a Ladies' dormitory, $20,000.00 more has been invested in the hall of Fine Arts and in musical instruments. These two Departments are yielding about six per cent on the investment. Thus the productive endowment at the present time is approximately $165,000.00.

(4.) Needs of the University.—The income from permanent endowment is not yet sufficient to bear the current expenses. Besides, the needs of the University are increasing every year. Before the school can in any adequate measure meet the opportunities and demands that are falling to it, its permanent endowment must be very materially increased. This endowment can be built only by the beneficence of the friends of the school. We insert here form of bequests of personal property and real estate which may be used as paragraphs in wills. For special information address the Educational Secretary, T. T. Roberts, Enid, Oklahoma.

Bequest of Personal Property.

(To be inserted in a will of legal form).

I, give, grant and bequeath unto Phillips University, located in the County of Garfield, in the State of Oklahoma, the sum of_____Dollars (if in money) or (if not in money) the following described personal property, to wit: (insert description) to be managed and controlled by the trustees or other legal custodians of the funds of said University.

Devise of Real Estate.

(To be inserted in a will of legal form).

I, give, will and devise unto Phillips University, located in the County of Garfield, in the State of Oklahoma, the following described real estate, to-wit: (insert description,) with all the rights and appurtenances thereto belonging, to have and to hold the same forever, with the right to control, sell, convey or otherwise dispose of the same, as the trustees or other legal custodians of the University may see fit.

The committee of the Men and Millions Movement has appropriated $275,000 to Phillips University. The most of this will probably be paid in within two or three years, and will be used exclusively for endowment.

(5). Help for Our Library.—We invite the attention of our friends of education who would like to see high grade work done in Phillips University, to the opportunity offered of doing a most valuable thing for hundreds of worthy young men by making a liberal donation to the library fund of the school. It is hard to see how a few hundred thousand dollars could be invested to better advantage.

Why will not some person take the library for his special work, put in two or three thousand volumes to begin with, allowing us to select the books in such a way as to meet the wants of the various departments, and then add to this year by year a few hundred volumes until a great library shall be

built up? Why will not some church take up this work as its specialty? We will gladly name the library for the church or person who will undertake the work.

(6.) Educational Secretary.—T. T. Roberts, for a number of years field secretary in McLean College, Hopkinsville, Kentucky, has taken the position of Educational Secretary.

Mr. Roberts has rapidly become acquainted with the field and is fast growing into the confidences and good graces of the people. Mr. Roberts is a man who brings to any audience a message that is inspiring and instructive.

If you are in any way interested in Christian Education, or would like information relative to Phillips University in any of its fields of activity, address Mr. Roberts, care Phillips University, East Enid, Oklahoma.

What People of Large Means Can Do.

Do you ask what you can do in a financial way to help this great work?

Perhaps the following enumeration may suggest the answer. You can do one or more of the following things:

(1.) Give a large sum for permanent endowment. Every friend of the school should have a part in this to some extent.

(2.) Adopt the library as your special work.

(3.) Establish one or more of the laboratories.

(4.) Erect a building for the High School.

(5.) Be one of the fifty persons to give $100 per year for five years to equip and support this school.

What People of Limited Means Can Do.

(1.) Give a small sum for permanent endowment.

(2.) Give some of your time in some helpful form of work.

(3.) Be one of a large number to give in sums ranging from $5 to $50 per year for five years.

Wht Preachers Can Do.

(1.) Encourage your church to make an annual subscription to the work.

(2.) Urge your church to observe educational day every year; preach a sermon on education .

(3.) Send your young peoeple to the school.

(4.) Occasionally visit the school and kindle your enthusiasm by seeing the great work in progress.

(5.) Distribute the literature that may be sent to you from time to time.

(6.) Send in lists of names of prospective students.

(7.) Use your influence to induce the young people of our acquaintance to attend the school.

(8.) Speak good words for the school and pray earnestly and constantly for God's blessing upon it.

Entreaty.

We entreat you by the mercy of God and the love of your fellow men, do not let a year go by without doing something for this great work.

Prayer.

"May the beauty of the Lord our God be upon us, and establish Thou the work of our hands upon us; yea, the work of our hands establish Thou it."

Register of Students

GRADUATE STUDENTS.

Funk, Charles H., (A. B., Phillips University, 1915) ----------Oklahoma
Marshall, Elma, (A. B., Phillips University, 1915) ----------Oklahoma

THE COLLEGE.

Seniors.

Andrews, Hal E.----------Kansas
Beard, Albert----------Oklahoma
Bell, Walter P.----------Texas
Burris, Alfred H.----------Oklahoma
Bush, Elizabeth----------Kansas
Charlton, John----------Oklahoma
Curtis, Roy----------Oklahoma
Gibble, James----------Oklahoma
Harrison, Elzie----------Kansas
Hays, Everett----------Oklahoma
Hopkins, Hazel----------Oklahoma
Horne, Nellie Fox----------Texas
Maroney, Samuel----------Oklahoma
Mathis-Nelson, Edith----------Kansas
McLaughlin, Thomas O.----------Oklahoma
Olney-Lacey, Nell----------Kansas
Palmer, William I.----------Iowa
Sater, Archie----------Oklahoma
Snre, Raymond----------Kansas

Juniors.

Barley, Samuel H.----------Missouri
Beeley, Helen----------Oklahoma

Chatt, Pearl.....Oklahoma
Ford, Grayce.....Oklahoma
Hall, Guardey, O.....Oklahoma
Harmon, Mina.....Oklahoma
Harp, Russell.....Missouri
Heaton, Ina.....Oklahoma
Jacobs, Vera.....Oklahoma
Jacobs, Violette.....Oklahoma
Marshall, Russell C.....Kansas
Rossman, Geoerge.....Minnesota
Shelton, Edith.....Kansas
Thies, Herman.....Oklahoma
Webber, Irl.....Oklahoma
Wilson, Hugh H.....Oklahoma

Sophomores.

Collins, Hanna.....Oklahoma
Collins, Olive.....Oklahoma
Ford, Ruth.....Oklahoma
Graham, Ada.....Okahoma
Heck, Jessie.....Oklahoma
Jacobs, Verilda.....Oklahoma
Kindred, Alice.....Oklahoma
Lounsbury, Lawrence.....Oklahoma
Lumpkin, Glayds.....Oklahoma
Manley, Page.....Oklahoma
Martin, Elmer W.....Texas
Meece, Thomas J.....Oklahoma
Mothersead, Gladstone.....Oklahoma
Munger, Ruth.....Oklahoma
McIntosh, Carroll.....Oklahoma
Parkinson, Helen.....Oklahoma
Peters, Leone.....Oklahoma
Reiter, Rosa.....Oklahoma
Richards, Fred.....Oklahoma
Rossman, Maurice.....Minnesota
Shirley, James C.....Oklahoma
Smith, Dan E.....Kansas

Stauffer, Thaddeus S.----------Texas
Watson, Allan----------Kansas
Young, Earl----------Oklahoma

Freshmen.

Bliss, Mildred----------Oklahoma
Botts, Adolph----------Oklahoma
Budd, Wilbur----------Kansas
Chapman, Lucy----------Oklahoma
Conner, Maud----------Oklahoma
Dalke, Cornelius----------Oklahoma
Eakin, Maude----------Kansas
Erickson, Varner----------Oklahoma
Funk, Corda----------Oklahoma
Gibble, Lloyd----------Oklahoma
Gilmore, Max----------Oklahoma
Goode, Beulah----------Oklahoma
Gordon, Bernice----------Oklahoma
Gruebbel, Walter----------Missouri
Hoyt, Vera----------Oklahoma
Jackman, Forence----------Oklahoma
Manley, Vera----------Oklahoma
Maple, Mae----------Kanasas
Morgan, Mable----------Oklahoma
Palmer, Minnie----------Oklahoma
Pool, Vachel----------Oklahoma
Powell, Wilifred E.----------New Zealand
Shockley, Irene----------Oklahoma
Stanley, David----------Kanasas
Sugg, Everett----------Kansas
Thompson, Marion----------Oklahoma
Towel, William----------Oklahoma
Turner, Walter----------Oklahoma
Voth, George----------Oklahoma
Webber, Esther----------Oklahoma
Whitmire, Lenore----------Oklahoma
Wakefield, Juanita----------Oklahoma

Unclassified and Special Students.

Bolenbaugh, Floy----------Oklahoma
Lappin V. Pearle----------Oklahoma

McKinnon, Melvia.....Oklahoma
Naylor, Lucy.....Oklahoma
Pearce, Paul.....Oklahoma
Sharpe, Orville.....Texas
Shoemaker, Elsie.....Oklahoma

MINISTERIAL STUDENTS.

Andrews, Hal E.....Kansas
Anglemyer, Shelvy.....Missouri
Barley, Samuel.....Missouri
Barley, Ora.....Missouri
Barr, Harry L.....Oklahoma
Bell, Walter P.....Texas
Budd, Wilbur.....Kansas
Center, George.....Oklahoma
Crow, Grant.....Texas
Curtis, Roy.....Oklahoma
Davis, Frank G.....Oklahoma
Funk, Charles H.....Oklahoma
Funk, Corda.....Oklahoma
Fuller, Lester.....Kansas
Gates, Roy.....Kansas
Gibble, James.....Oklahoma
Gibble, Lloyd.....Oklahoma
Gibbs, William.....Oklahoma
Gilmore, Max.....Oklahoma
Goulter, Oswald.....Australia
Hall, Guardey O.....Oklahoma
Harmon, Evan L.....Arkansas
Harmon, Mina.....Oklahoma
Harp, Russell.....Missouri
Harrison, Elzie.....Kansas
Howard, Charles.....Australia
Jacobs, Vera.....Oklahoma
Jacobs, Violette.....Oklahoma
Johnson, James.....Oklahoma
Lappin V. Pearle.....Oklahoma
Maple, Mae.....Kansas
Martin, Elmer.....Texas
Martin, Nellie.....Texas

Mast, Harry----------Kansas
Mast, Lester----------Kansas
Meece, Thomas J.----------Oklahoma
Montgomery, Virgil----------Oklahoma
Moore, Will----------Kansas
McCray, Charles----------Kansas
McCray, James----------Kansas
McLaughlin, Thomas O. ----------Oklahoma
Nininger, Ella----------Oklahoma
Nininger, Jacob----------Oklahoma
Palmer, Minnie----------Oklahoma
Palmer, Charles----------Oklahoma
Palmer, William I.----------Oklahoma
Pendergraft, John----------Oklahoma
Powell, Wilfred----------New Zealand
Releford, Jesse----------Oklahoma
Rhoads, Quincy----------Oklahoma
Rossman, George----------Minnesota
Rossman, Maurice----------Minnesota
Sater, Archie----------Oklahoma
Sharpe, Orville M.----------Texas
Shirley, James C.----------Oklahoma
Smith, Dan----------Kansas
Stauffer, Thaddeus----------Texas
Sturgis, Raymond----------Oklahoma
Sugg, Everett----------Kansas
Turner, Walter----------Oklahoma
Wallace, Eva----------Oklahoma
Watson, Allan----------Kansas
Webber, Irl----------Oklahoma
Wellman, Kate----------Oklahoma
Williams, Georgia----------Oklahoma
Winsett, John----------Oklahoma
Young, Earl----------Oklahoma

HIGH SCHOOL.

Denker, Thomas----------Oklahoma
Dugan, Bertha----------Oklahoma
Elam, Mary ----------Kansas
Enos, Eliza----------Okahoma

Goulter, Oswald----------Australia
Hill, Hazel----------Oklahoma
Howard, Charles R.----------Australia
Johnson, Lloyd----------Oklahoma
Knight, Claude----------Oklahoma
Lawrence Carl----------Oklahoma
Lieser, Roy----------Missouri
McCray, James----------Kansas
Snawder, Leona----------Oklahoma
Sugg, Everett----------Kansas
Swigett, Ival----------Oklahoma
Wells, Arlie----------Oklahoma

Juniors.

Allen, Wayne----------Oklahoma
Barr, Harry L.----------Oklahoma
Bateman, Cecil----------Oklahoma
Brookhart-Hudson, Idris----------Oklahoma
Beeley, Josie----------Oklahoma
Black, Nellie----------Oklahoma
Burt, Floyd----------Oklahoma
Childers, Ruth----------Oklahoma
Crow, Grant----------Texas
Elam, Maude----------Kansas
Fitzgerald, James----------Oklahoma
Harris, Bertha----------Oklahoma
Martin, Frank----------Oklahoma
Mast, Lester----------Kansas
McCoy, Emma----------Oklahoma
Releford, Jesse----------Oklahoma
Roberts, Iva----------Oklahoma
Strange, Lillian----------Oklahoma
Strange, Walter----------Oklahoma
Vincent, Jean----------Texas
Whitmire, Sam----------Oklahoma
Wilson, Lillie----------Oklahoma
Wolfe, LeRoy----------Oklahoma

Sophomores.

Allen, Genevieve.....Oklahoma
Beck, Doris.....Oklahoma
Branham, Belle.....Oklahoma
Bumstead, Alurta.....Oklahoma
Center, George.....Oklahoma
Clewell, Paul.....Oklahoma
Cotton, Lily.....Oklahoma
Edwards, Sylvan.....Oklahoma
Elam, Ruth.....Kansas
Enos Marguerite.....Oklahoma
Foust, Helen.....Oklahoma
Gilcrease, Ben.....Oklahoma
Gates, Roy.....Kansas
Ham, Faye.....Illinois
Harmon, Evan L.....Arkansas
Heffner, Ray.....Oklahoma
Lovett, Ruth.....Oklahoma
Mast, Harry.....Kansas
Mayberry, Ruth Ann.....Oklahoma
McCray, Charles.....Kansas
Monnette, Rachel.....Oklahoma
Moore, Will.....Kansas
Nelson, John.....Oklahoma
Nininger, Jacob.....Oklahoma
Payne, Callie.....Oklahoma
Pearce, Ethel.....Oklahoma
Placke, William.....Oklahoma
Poole, Vance.....Oklahoma
Reger, Nelle.....Oklahoma
Reger, Virgil.....Oklahoma
Schwitters, Mary.....Kansas
Stevens, Golder.....Oklahoma
Wallace, Eva.....Oklahoma
Welty, Otto.....Oklahoma
Williams, Georgia.....Oklahoma
Wilson, Sarah Virginia.....Oklahoma
Voth, Benjamin.....Oklahoma

Freshmen.

Anglemyer, Shelvy.....Missouri
Barrett, Lucile.....Minnesota
Bitting, Clarence.....Oklahoma
Collins, Berry.....Oklahoma
Davis, Frank G.....Oklahoma
Doane, Chester.....Oklahoma
Fuller, Lester.....Kansas
Gilpin, Minnie.....Oklahoma
Gill, Agnes.....Oklahoma
Johnson, James.....Oklahoma
Kindred, Helene.....Oklahoma
Legg, Wayne.....Oklahoma
McCann, Dudley.....Oklahoma
McCombs, Elvis.....Oklahoma
McMillan, Scott.....Oklahoma
Montgomery, Virgil.....Oklahoma
Musser, Herbert.....Oklahoma
Nininger, Ella.....Oklahoma
Pendergraft, John.....Oklahoma
Pope, Lolas.....Oklahoma
Rhoads, Quincy.....Oklahoma
Riley, Mildred.....Oklahoma
Smith, Leland.....Oklahoma
Smith, Murphy.....Oklahoma
Steiner, Melvin.....Ohio
Sturgis, Raymond.....Oklahoma
Taylor, Oliver.....Oklahoma
Towel, Alma.....Oklahoma

Unclassified and Special Students.

Askins, Lottie.....Oklahoma
Beard, Mollie.....Oklahoma
Brown, Bessie B.....Oklahoma
Brown, Katherine.....Oklahoma
Byerley, Francis.....Oklahoma
Collins, Alice.....Oklahoma
Evans, Winona.....Oklahoma
Fitzgerald, Asa.....Oklahoma

Fox, George.....Kansas
Galleghy, Fred A.....Oklahoma
Glahn, Mary.....Oklahoma
*Isbell, Guida L.....Oklahoma
Kirkpatrick, Vesta.....Oklahoma
Lee, Mable.....Oklahoma
Mangum, Ray.....Oklahoma
Mathis, Sophie.....Oklahoma
Monnette, Della.....Oklahoma
Palmer, Charles.....Oklahoma
Peck, Grace E.....Oklahoma
Riggle, Mable.....Oklahoma
Rowley, Carrie.....Oklahoma
Rusmisel, Lucile.....Oklahoma
Shaklee, Warren.....Oklahoma
Sibley, Susan.....Oklahoma
Walker, Charles.....Oklahoma
Wellman, Kate.....Oklahoma

COLLEGE OF FINE ARTS.

Music.

Allen, Genevieve.....Oklahoma
Allison, Tempe.....Oklahoma
Andrews, Hal E.....Oklahoma
Anthony, Maurine.....Oklahoma
Asher, Ruth.....Oklahoma
Badger, Lena.....Oklahoma
Barrett, Lucille.....Minnesota
Barley, Ora.....Oklahoma
Beard, Mollie.....Oklahoma
Beck, Doris R.....Oklahoma
Belveal, Ida.....Oklahoma
Bergdoll, Ruby.....Oklahoma
Bierbower, Altha Leah.....Oklahoma
Bird, Bernice.....Oklahoma
Bliss, Mildred.....Oklahoma
Blue, Doris.....Oklahoma
Bonham, Estelle.....Oklahoma

* Deceased.

Botts, Adolph----------Oklahoma
Boyle, Claire----------Oklahoma
Brawner, Gilbert----------Oklahoma
Brooks, Laura----------Oklahoma
Brown, Homer----------Oklahoma
Bumstead, Alurta----------Oklahoma
Burge, Eva----------Oklahoma
Burns, Frank S.----------Oklahoma
Butts, Earl----------Oklahoma
Callahan, Beryl----------Oklahoma
Campbell, Willa----------Oklahoma
Cansler, Lucile----------Oklahoma
Carl, Grace----------Oklahoma
Charlton, John----------Oklahoma
Chase, Alice----------Oklahoma
Childers, Ruth----------Oklahoma
Claiborne, Frederick----------Oklahoma
Clemons, Beulah----------Oklahoma
Cleveland, Austin----------Oklahoma
Clover, Sybil----------Oklahoma
Conner, Maud----------Oklahoma
Corwin, Hazel----------Oklahoma
Cotton, Lily----------Oklahoma
Cox, Marie----------Oklahoma
Dawkins, Leo----------Oklahoma
Dawson, Mrs. Dick----------Oklahoma
Deaner, Gloria----------Oklahoma
Dessauer, Dorothy----------Oklahoma
Dessauer, Leah----------Oklahoma
Dickerson, Opal----------Oklahoma
Dillon, Florence----------Oklahoma
Domer, Dollie----------Oklahoma
Driscoll, Teresa----------Oklahoma
Dunworth, Neva----------Oklahoma
Eakin, Maude----------Kansas
Edwards, Dollie----------Oklahoma
Edwards, Sylvan----------Oklahoma
Emerick, Ruth----------Oklahoma
Epp, Aaron----------Oklahoma

Evans, Frances----------Oklahoma
Evans, Secoy----------Oklahoma
Evans, Valaria----------Oklahoma
Faurote, Mrs. I. J.----------Oklahoma
Findley, Mrs. Claude----------Oklahoma
Fisher, Orville----------Oklahoma
Fleming, Pauline----------Oklahoma
Fleming, Esther Lee----------Oklahoma
Ford, Grayce----------Oklahoma
Ford, Ruth----------Oklahoma
Forster, Earl----------Oklahoma
Forster, Edgar----------Oklahoma
Forster, Ruth----------Oklahoma
Foulks, Carol----------Oklahoma
Fowler, Eunice----------Oklahoma
Fritz, Mrs. C. O.----------Oklahoma
Fromholz, Effie----------Oklahoma
Fuller, Lester----------Kansas
Garton, Gaylon----------Oklahoma
Garton, Mildred----------Oklahoma
Gensman, Dorothy----------Oklahoma
Gensman, Ethel----------Oklahoma
Gensman, Faye----------Oklahoma
Gibble, James----------Oklahoma
Gilcrease, Ben----------Oklahoma
Gist, Dorothy----------Oklahoma
Gobble, Harvey----------Oklahoma
Godschalk, Harold----------Oklahoma
Goltry, Dorothy----------Oklahoma
Goltry, Fern----------Oklahoma
Goltry, Frances----------Oklahoma
Goodwill, Opal----------Oklahoma
Gordon, Bernice----------Oklahoma
Gorton, Charley----------Oklahoma
Gosney, Clyde----------Oklahoma
Goulter, Oswald----------Oklahoma
Grubbs Marie----------Oklahoma
Gruebbel, Walter----------Missouri
Hamilton, Elva----------Oklahoma

Harriman, Mable----------Oklahoma
Harris, Mrs. D. S.----------Oklahoma
Haskins, Lynwood----------Oklahoma
Helena, Alice----------Oklahoma
Hellums, Bessie----------Oklahoma
Hitchcock, Katherine----------Oklahoma
Hough, Florence----------Oklahoma
Hoyt, Louise----------Oklahoma
Hudson-Brookhart, Idris----------Oklahoma
Hudson, Mina----------Oklahoma
Hungerford, Edna----------Oklahoma
Hynds, Mary Belle----------Oklahoma
Jacobs, Vera----------Oklahoma
Jacobs, Violette----------Oklahoma
Jackman, Florence----------Oklahoma
Jefferies, Mrs. P. V.----------Oklahoma
Johnson, Adelene----------Oklahoma
Johnson, Maybelle----------Oklahoma
Jones, Beatrice----------Oklahoma
Jones, Marcia----------Oklahoma
Kasner, Mrs. T. H.----------Oklahoma
Kendall, Mrs. W. L.----------Oklahoma
Kennedy, Mary Ann----------Oklahoma
Kennedy, Harriet----------Oklahoma
Knower, Pauline----------Oklahoma
Lamerton, Eleanor----------Oklahoma
Lawter, Reable----------Oklahoma
Lewright, Helen----------Oklahoma
Lieser, Roy----------Oklahoma
Leslie, Mable----------Oklahoma
Lotridge, Mrs.----------Oklahoma
Manning, Mary----------Oklahoma
Marquis, Blanche----------Oklahoma
Marshall, Elma----------Oklahoma
Martin, Nellie----------Texas
Mayberry, Ruth Ann----------Oklahoma
McCafferty, Bess----------Oklahoma
McCray, Vetta----------Oklahoma
McChristy, Zella----------Oklahoma

McMillan, Irma----------Oklahoma
Meredith, Una----------Oklahoma
Messal, Otto----------Oklahoma
Metscher, Alfred----------Oklahoma
Miller, Katherine----------Oklahoma
Millikan, Mandoline----------Oklahoma
Miles, Nelson----------Oklahoma
Moore, Mrs W. J.----------Oklahoma
Morgan, Mable----------Oklahoma
Mothersead, Gladstone----------Oklahoma
Munger, Ruth----------Oklahoma
Neeland, Mary----------Oklahoma
Nolan, Gertrude----------Oklahoma
O'Mealey, Evelyn----------Oklahoma
Parker, Mary----------Oklahoma
Parkinson, Helen----------Oklahoma
Pearce, Ethel----------Oklahoma
Pendarvis, Paul----------Oklahoma
Peters, Wirt----------Oklahoma
Pitts, Lucile----------Oklahoma
Pope, Lolas----------Oklahoma
Porter, V. T.----------Oklahoma
Potter, Ruth----------Oklahoma
Price, Raymond----------Oklahoma
Randolph, Mable----------Oklahoma
Reger, Virgil----------Oklahoma
Reiter, Rosa----------Oklahoma
Reynolds, Wilma----------Oklahoma
Reynolds, Janice----------Oklahoma
Rice, Carol----------Oklahoma
Russell, Fay----------Oklahoma
Ruth, Earl----------Oklahoma
Ryan, Nelle----------Oklahoma
Shaw, Helen----------Oklahoma
Shaw, Glenn----------Oklahoma
Shaw, Vilna----------Oklahoma
Sherman, Howard----------Oklahoma
Sibley, Susan----------Oklahoma
Smith, Mary----------Oklahoma

Slagle, Hazel ---------- Oklahoma
Smart, William ---------- Oklahoma
Smith, Mary ---------- Oklahoma
Smith, Addie ---------- Oklahoma
Smith, Tessie ---------- Oklahoma
Smith, Hallie ---------- Oklahoma
Smith, Ila ---------- Oklahoma
Southwick, Ellen ---------- Oklahoma
Stark, Lolus ---------- Oklahoma
Stewart, Viola ---------- Oklahoma
Stone, Lucy ---------- Oklahoma
Strauss, Pauline ---------- Kansas
Talbot, Osa ---------- Oklahoma
Thompson, Mary ---------- Oklahoma
Trippett, Mary ---------- Oklahoma
Voreiss, Ruby ---------- Oklahoma
Webber, Esther ---------- Oklahoma
Whitson, Ruth ---------- Oklahoma
Williams, Georgia ---------- Oklahoma
Wilkinson, Mary ---------- Kansas
Williams, Vonne ---------- Oklahoma
Wilmoth, Edna ---------- Oklahoma
Wilson, Roland ---------- Oklahoma
Wilson, Lillee ---------- Oklahoma
Ziegler, Mayme ---------- Oklahoma

Oratory.

Beard, Albert ---------- Oklahoma
Carrier, Floyd ---------- Oklahoma
Collar, Edna ---------- Oklahoma
Conner, Maud ---------- Oklahoma
Collar, Ruth ---------- Oklahoma
Crow, Grant ---------- Texas
Dyche, Lucile ---------- Oklahoma
Engle, Mildred ---------- Oklahoma
Forester, Ruth ---------- Oklahoma
Gensman, Faye ---------- Oklahoma
Gilmore, Max ---------- Oklahoma
Gordon, Bernice ---------- Oklahoma
Manley, Page ---------- Oklahoma

Maple, Mae---Kansas
Releford, Jesse---Oklahoma
Shaw, La Verne---Oklahoma
Shelton, Edith---Kansas
Shirley, James---Oklahoma
Whitaker Opal---Oklahoma
Winsett, John---Oklahoma
Young, Earl---Oklahoma

Painting.

Allen, Genevieve---Oklahoma
Allen, Wayne---Oklahoma
Black, Nelle---Oklahoma
Branham, Belle---Oklahoma
Budd, Wilbur---Kansas
Childers, Ruth---Oklahoma
Crow, Grant---Texas
Denker, Thomas---Oklahoma
Dugan, Bertha---Oklahoma
Elam, Maude---Oklahoma
Enos, Marguerite---Oklahoma
McCann, Dudley---Oklahoma
Nelson, John---Oklahoma
Poole, Vance---Oklahoma
Schwitters, Mary---Kansas
Snawder, Leona---Oklahoma
Webber, Esther---Oklahoma
Wellmau, Victor---Oklahoma
Wilson, Sarah Virginia---Oklahoma

School of Trained Nurses.

Beavers, Beatrice---Illinois
Evans, Carrie---Oklahoma
Jenkel, Dora---New York
Messal, Elsie---Oklahoma
McCormick, Eva---Oklahoma
Shields, Mary---Oklahoma
Sinkenfeld, Gertrude---Illinois
Wolfe, Dora---Kansas

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END JOB PRINT

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Phillips University

Enid, Oklahoma

(Post Office, East Enid, Oklahoma)

Catalogue Number, May 1917

Published Monthly by Phillips University

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ENID NEWS JOB PRINT

CALENDAR

1917

JAN.

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MAY

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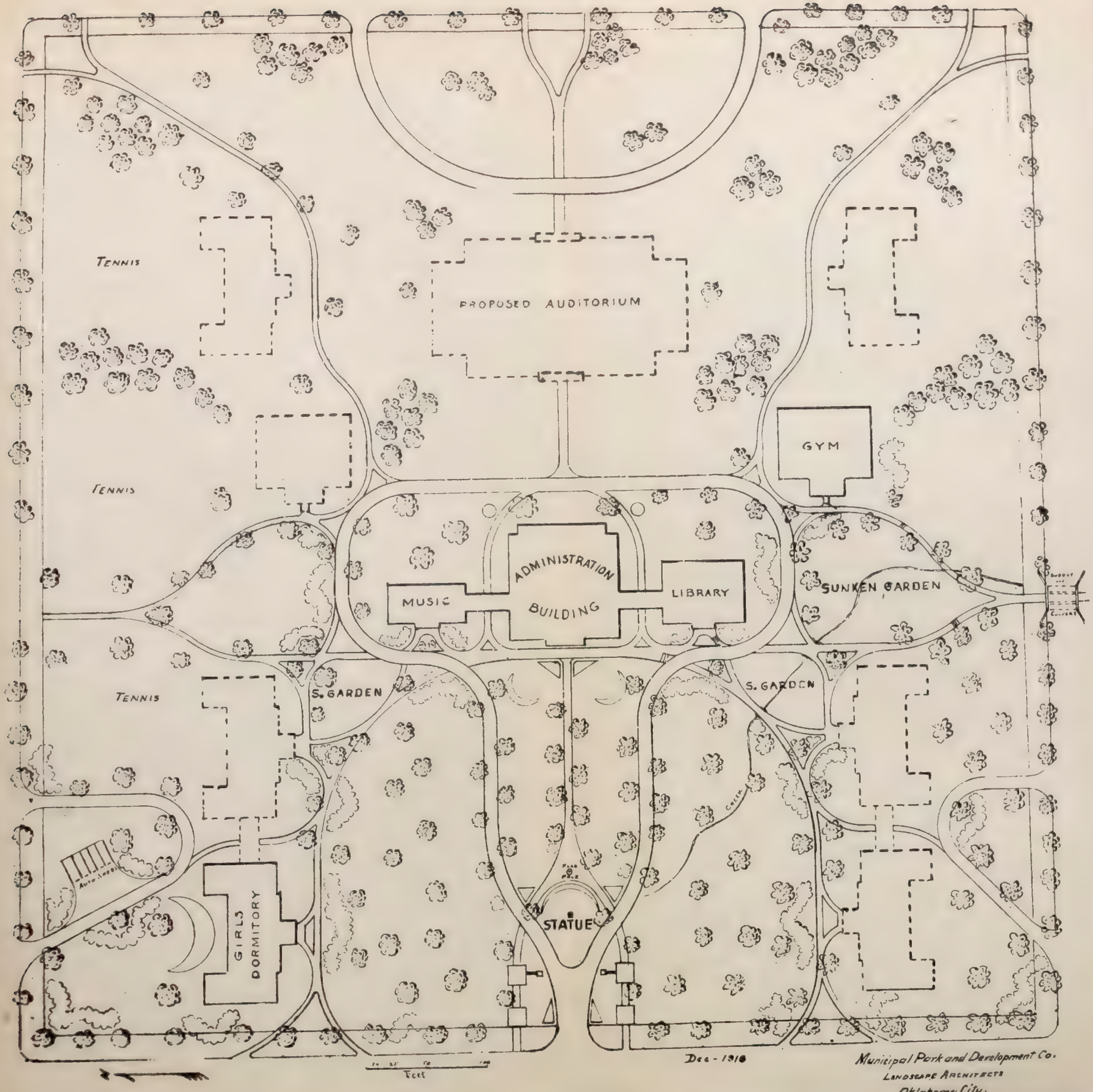
ENID OKLAHOMA



CATALOGUE

—OF—

PHILLIPS UNIVERSITY

Enid, Oklahoma

1916-17

Tenth Session

With Announcements for the Session of 1917-18

CALENDAR

SEPTEMBER, 1917, TO JUNE, 1918.

FIRST SEMESTER.

First Semester Opens .....Tuesday, Sept. 11, 1917
Enrollment and Classification
Tuesday and Wednesday, Sept. 11 and 12, 1917
Convocation Sermon .....Sunday, Sept. 16, 1917.
Reception for Students.....Monday, Oct. 1, 1917
Faculty Recital.....Friday, Oct. 26, 1917
Recital, School of Oratory.....Wednesday, Nov. 28, 1917
Thanksgiving Holiday.....Thursday, Nov. 29, 1917
Recital, School of Music.....Monday, Dec. 10, 1917
Christmas Holidays
.....Saturday, Dec. 22, 1917 to Jan. 7, 1918
Semi-Annual Examinations.....
.....Thursday and Friday, Jan. 24 and 25, 1918
First Semester Ends.....Friday, Jan. 25, 1918

SECOND SEMESTER.

Second Semester Opens.....Tuesday, Jan. 29, 1918
Enrollment and Classification.....Tuesday, Jan. 29, 1918
Celebration of Washington's Birthday and
Oratorical Contest.....Friday, Feb. 22, 1918
Oratorical Contest for the Pieratt and Whitlock
Medal .....Friday, April 12, 1918
Students' Recital, School of Music...Monday, April 15, 1918
May Day Breakfast, Y. W. C. A.....May 1, 1918
Baccalaureate Sermon .....Sunday, May 26, 1918
Senior Promenade.....Monday p. m., May 27, 1918
Art Reception.....Tuesday afternoon, 2-5, May 28, 1918
Commencement, High School..Tuesday p. m., May 28, 1918
Field Day Exercises, Wednesday afternoon, 2-5, May 29, 1918
Commencement, School of Fine Arts.....
.....Wednesday p. m., May 29, 1918
Senior Class Exercises.....Thursday, May 30, 1918
Alumni Luncheon.....Thursday 12 m., May 30, 1918
Commencement, College of Liberal Arts and College of
the Bible .....Thursday p. m., May 30, 1918

SUMMER SCHOOL.

For 1918.

Term Opens .....Monday, June 3, 1918
Term Closes.....Saturday, July 27, 1918

BOARD OF TRUSTEES

Term Expires 1918.

C. M. JACKMAN.....Wichita, Kansas
J. N. HAYMAKER.....Wichita, Kansas
T. W. PHILLIPS, JR.....Butler, Pennsylvania
HARRY H. ROGERS.....Tulsa, Oklahoma

Term Expires 1919.

Z. A. HARRIS.....Blackwell, Oklahoma
DICK T. MORGAN, House of Representatives.....
..... Washington, D. C.
D. W. OHERN .....Norman, Oklahoma
J. H. EVEREST.....Oklahoma City, Oklahoma
W. I. WILLIAMS.....Tulsa, Oklahoma

Term Expires 1920.

I. N. McCASH .....East Enid, Oklahoma
O. N. ROTH .....Wichita, Kansas
H. H. CHAMPLIN.....Enid, Oklahoma
T. T. ROBERTS.....Enid, Oklahoma
A. R. SPICER.....Oklahoma City, Oklahoma

OFFICERS AND STANDING COMMITTEES OF THE BOARD

Officers.

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T. T. ROBERTS ..... Secretary

Executive Committee.

I. N. McCASH H. H. CHAMPLIN

Z. A. HARRIS T. T. ROBERTS

C. M. JACKMAN

Faculty.

DICK T. MORGAN A. R. SPICER

J. H. EVEREST D. W. OHERN

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Finance.

J. N. HAYMAKER

Z. A. HARRIS T. W. PHILLIPS, JR. H. H. ROGERS

C. M. JACKMAN T. T. ROBERTS

Courses of Study.

H. H. ROGERS

D. W. OHERN W. I. WILLIAMS

O. N. ROTH

FACULTY

ISAAC NEWTON McCASH, A. M., LL.D., President, Lecturer on Pastoral Theology.

B. S., National Normal University, 1882; A. M., Drake University, 1898, LL. D., ibid, 1902; Student Harvard University, Summer, 1899, ibid, University of California, 1908-09; Principal, Ewington Ohio Academy, 1882-84; Superintendent Public Schools Lyons, Kansas, and Conductor Normal Institutes for Teachers, 1885-90; Pastor, Maryville, Mo., 1890-93; ibid University Church, Des Moines, Iowa 1893-1904; Trustee, Drake University, 1893-04; In Europe, Palestine, and Egypt, 1900; Superintendent Anti-Saloon League, Iowa, 1904-07; Pastor, Berkeley, Calif., 1907-09; Corresponding Secretary American Christian Missionary Society, 1909-13; President Spokane University, 1913-1916; President Phillips University, 1916——.

FRANK HAMILTON MARSHALL, A. M., Ph. D., Dean, College of the Bible, Professor of Biblical and Patristic Greek Language and Literature.

B. S., Butler College, 1888; A. B., ibid, 1890; A. M., ibid, 1891; A. M., The University of Chicago, 1913; Ph. D., Texas Christian University, 1895; Student Butler College, 1884-88, Graduate Student, ibid, 1889-91; Graduate Student, University of Chicago, Summer quarter, 1913, and Spring and Summer quarters, 1915; ibid, University of Colorado, Summer, 1916; Professor Biblical Languages and Literatures, Northwestern Christian College, 1891-96; Pastor Christian Church, Mankato, Minn., 1895-97; Missionary, Tokyo, Japan, 1897-99; Professor Biblical Languages and Literatures, Texas Christian University, 1899-06; Professor of Biblical Greek Language and Literature, Phillips University, 1907——

ARTHUR FREDERICK REITER, M. S., Professor of Physics and Chemistry.

A. B. Tri-State College 1899; A. B. Hiram College, 1905; M. S. Chicago University, 1916; Student Ohio Northern University, 1903-04; Tri-State College 1891-99; Hiram College, 1904-05; Graduate Student University of Chicago, Summer 1908-10, 12, 14, 16, ibid, Spring and Summer quarters, 1916; Professor of English and Latin, Southern Illinois Christian College, 1899-00; Minister 1900-07; Instructor in English and Mathematics, Central Menonite College, Summer 1907; Assistant Instructor in Physics, University of Chicago, Summer of 1916; Professor of Chemistry and Physics, Phillips University, 1907——

* Arranged in groups in order of appointment.

SAMUEL HENRY HORNE A. M., Professor of Education and Psychology.

A. B., National University, O., 1892; A. B., University of Texas, 1907; A. M., University of Kansas, 1916; Student University of Texas, 1894-95, and four subsequent summer terms; Graduate Student University of Chicago, Summers 1912-13, Spring and Summer 1914; ibid, University of Kansas, Spring and Summer, 1916; Professor of Mathematics and Languages; McKinley College, 1895-98; Principal of McKinley High School, 1898-99; Instructor in Summer Normals; Instructor in History, Texas Christian University, 1905-06; Professor of Spanish and Instructor in History, ibid, 1906-07; Professor in Phillips University, 1907——

GUY KENT STANTON, A. M., Professor of Biological Science.

B. S., Hiram College, O., 1906; A. M. Bethany College, W. Va.,1909; Student Hiram College, 1902-06; Graduate Student and teaching fellow, Bethany College, 1908-09; Graduate Student University of Kansas Summer Sessions, 1910-11-12-13-14-16; ibid, School of Medicine, Western Reserve University, Summer, 1915; Professor History and Political Science, Clarksburg College, Mo., 1906-08; Instructor in Education, West Virginia Normal Summer Session, 1909, Professor Biological Sciences Phillips University, 1909——

CLAUDE CARSON TAYLOR, A. M., Professor of Old Testament Languages and Literature.

A. B., Phillips University, 1909; A. M., ibid, 1910; A. M., University of Kansas, 1913;Student, Normal School, 1891-92; Student Phillips University, 1907-09; Graduate Student, ibid, 1909-10; ibid, University of Kansas, 1912-13; Instructor, Public Schools of Missouri and Nebraska, 1892-96; Minister, 1903-07; Instructor , Semitic Languages and Literature, Phillips University, 1909-12; Professor, ibid, 1912——

ROY JONAS WOLFINGER, A. M., Professor of English Language and Literature.

A. B., University of Oklahoma, 1907; A. M., ibid, 1916; Graduate Student, University of Chicago, 1909-10; Summers 1909 and 1914; ibid, University of Oklahoma, Fall Semester, 1915; Instructor High Schools of Oklahoma, 1900-02, and 1907-09; Superintendent Hennessey City Schools 1912-13; Acting Professor of English, Phillips University, 1912-13; Professor, ibid, 1913——

MAGDALINA STUKEY, A. M., Professor of Modern Languages and Literature.

A. B., University of Michigan, 1901; A. M., ibid, 1912; Student, Oberlin College, 1888-90; ibid, Tri-State College, 1890-92; ibid, University of Michigan, 1898-01; Graduate Student Summer Sessions, Harvard, 1903; in Europe with Bureau of University Travel, 1905; Ohio State University, 1906; Berlin University, 1910; University of Michigan, 1909, 1911 and 1912; D'Institute Francais Pour Etrangers, Paris 1914 Instructor in High Schools, 1893-97, and 1902-11; Instructor in German, Hiram College, 1911-13; Professor of Modern Languages in Phillips University, 1913——

FRANK ABBOTT WELLMAN, A. M., Professor of History and Political Science.

A. B., Phillips University, 1912; A. M., ibid, 1913; A. M., University of Kansas, 1916; Student Phillips University 1909-12; Graduate Student, ibid, 1912-13, ibid, Phillips University and University of Kansas, 1913-14; Professor of History and Political Science in Phillips University, 1914——

HENRY CLAY SMITH A. M., LL. B., Professor of Latin and Spanish.

A. B., Ghent College, 1872; A. M., ibid, 1875; LL. B., University of Cincinnati, 1880; Student, Ghent College 1868-72; Student College of Law, University of Cincinnati, 1878-80; President, Warsaw College, 1881-88; Principal Owenton, Ky., High School, 1888-98; President, Paducah College, 1898-1901; Principal, Young Women's Department, McLean College, 1901-1913; Assistant Superintendent Anti-Saloon League, Kentucky, 1913-15; Professor of Latin and Spanish in Phillips University, 1916——

HARRY DENMAN SMITH, A. M., Professor of Practical Theology.

Student University of Mo. 1884-86; A. B., University Kan. 1887; A. M. Transylvania College 1903; Student Summer Sessions, Chicago University, 1908, '09, '10, '17; Traveled in Europe and the Orient in 1913; Pastor Olathe, Kansas, 1886-'90. West Side Christian Church, Kansas City, Mo., 1890-'91; Eureka Springs, Ark, 1891-'93; Marshall Mo., 1893-'95, Hopkinsville, Ky., 1896-1914, Central Christian Church, Dallas, Texas, 1914-17, Secretary for Mo. Foreign Christian Missionary Society, 1895-'96; President Centennial State Convention of Disciples in Kentucky, 1904; President American Christian Missionary Society, 1911; Special Instructor in Bible Ethics and Evidences of Christianity, McLean College 1898-1913; Lecturer, College of the Bible, Lexington, Ky.; Prof. of Practical Theology, Phillips University, 1917——

JAMES WILLIAM TYLER, A. M., Associate Professor of Education and Psychology.

A. B. Phillips University, 1910; A. M., ibid, 1911; Candidate A. M. Oklahoma University, Summer, 1917; Student Kirksville, Mo. State Normal, 1895-99; Student Phillips University, 1908-11; Graduate Student University of Oklahoma, Summers 1915-'16-'17; Teacher Rural Schools of Missouri and Oklahoma, 1895-1903; Village School Superintendent 1903-1908; Enid City Schools, 1908-1913; Superintendent of Public Instruction of Garfield County, 1913-1917; Normal Institute Instructor, 1907-1913; Normal Institute Conductor, 1913-1915; Unanimously chosen President of State Association of County Superintendents, 1914-1916; Member of Committee on Reorganization of Oklahoma State Education Association, 1917; Associate Professor of Education and Psychology, Phillips University, 1917—

G. W. TIDD, M. S., Professor of Mathematics.

M. S., Iowa State University, 1912; B. S., Valparaiso University, 1905; Instructor in High Schools, 1886-1903; Professor of Physics in Colleges, 1905-13; Head of Physics department, Kansas State Normal School, 1913-17; Graduate Student, Iowa State University, 1914; Member American Association for the Advancement of Science, Kansas Academy of Sciences; Central Association of Science and Mathematics, Professor of Mathematics, Phillips University, 1917——

JOHN F. MAULBETSCH, B. S., Coach and Physical Director.

Ph. C. College of Pharmacy, University of Michigan, 1917; B. S. University of Michigan 1917; Student, Ardian College Michigan, 1912-1913; Student University of Michigan, 1913-1917; Summer Session University of Michigan, 1917. All American Star Foot Ball, 1916-17. Coach and Physical Director, Phillips University, 1917——

WILLIAM L. E. SHANE, A. B., Principal of the University High School, Instructor in Education.

A. B., Phillips University, 1909. Student Texas Christian University, 1903-06; Student Phillips University 1907-09; ibid, 1912-'13; Graduate Student University of Missouri, Summer Session 1917; in Europe Spring and Summer 1908; Pastor Kingman, Kansas 1910-'12; Pastor Neodesha, Kansas, 1915-'16; General evangelist two seasons; Instructor in Phillips University 1912-'15; Principal Phillips University High School 1917——

JOHN CURTIS LAPPIN, A. B., Instructor in English

A. B., Phillips University, 1913; Student, Eureka College, 1898-02; Student Phillips University, 1910-13; Graduate Student, The University of Colorado, Summer, 1914; Instructor, Phillips University High School, 1913——

WYNNE ERRETT PLOPPER, A. B., Instructor in Mathematics.

A. B., Transylvania University, 1912; Principal, Wray, Ga., Public School, 1912-13; Student, The University of Chicago, Summer 1915; Instructor, Phillips University High School 1915——

HILMA MILLER, B. S., Instructor in Applied Arts and Home Economics.

B. S., Agricultural and Mechanical College of Oklahoma, 1916; Student, ibid, 1912-15; Instructor, Stillwater, Oklahoma, 1915-1916; Instructor, Phillips University High School, 1916——

JAMES CLIFFORD SHIRLEY, A. B., Instructor in Science.

A. B. Phillips University, 1917; Student, ibid 1914-17; Student University of Chicago, Summer 1917; Instructor Public Schools of Oklahoma 1912-14; Instructor Phillips University High School, 1917——

TEMPE ELIZABETH ALLISON, A. B. Instructor in Latin and German.

A. B. Kingfisher College, 1914; Student Phillips University 1909-10; Student Kingfisher College 1911-14; Student Central State Normal, Spring and Summer Terms, 1909-11; Teacher in Kingfisher Public Schools, 1908-09-10-12; Instructor in Latin, Kingfisher College Academy 1913-14; Principal Jefferson, Oklahoma High School 1914-16; Instructor in Latin and English Phillips University Summer School 1916 ibid, 17; head of Latin Department, Enid High School 1916-17; Instructor in Latin and German, Phillips University High School, 1917——

ELMER L. SOUTHARD, Instructor in Manual Training.
Manual Training Teacher's Certificate, Pittsburg Manual Training Normal 1917; Instructor in Manual Training Phillips University High School, 1917——

EDITH TITUS, Ph. B. Instructor in History.
Ph. B. University of Chicago 1917; Student, Friends University, Wichita, Kansas, 1912; ibid, Colorado State University 1912; Graduate, Northwestern State Normal, Alva, Okla., 1913; Teacher, Cherokee Public Schools 1913-15; Student, University of Oklahoma, 1915-16; Student, University of Chicago 1916-17; Instructor in Phillips University High School 1917——

REIN DYKSTERHUIS, Professor of Music; Violin.
Student Moyenne, Ecole Francaise, Antwerp, 1889-93; Student, Royal Antheneum, Antwerp 1893-98; Student, Antwerp Royal Conservatory, under Prof. Marien, 1890-93 under Prof Hennen, and Assistant Teacher of Violin, 1893-96; Student, Brussels Conservatory, 1898; First Violin Symphony Orchestra, of Cincinnati, 1899-04; Member Marien String Quartette of Cincinnati, 1900-01; Professor Music in Texas Christian University, 1903-06; Professor of Music in Phillips University, 1907——

CLAUDE R. NEWCOMB, Professor of Music; Voice.
Graduate, Knox Conservatory of Music, Galesburg, Ill.; Student, Knox Conservatory, 1907-12; ibid, under Thomas MacBurney, 1912; Instructor in Voice, Knox Conservatory, 1911-12; ibid., Marshalltown School of Fine Arts, 1913-14; Professor of Music, Phillips University, 1914——

CHARLES MERIT BLISS, Dean, Colleve of Fine Arts, Professor of Music; Voice, Harmony and Instrumentation, Church Music, History of Music, Lectures and Directing.
Graduate Campbell University College of Music, Teachers' Course, Voice and Harmony, 1895; ibid, Classic Course, 1899; Student of Frank H. Tubbs, New York, S. W. Straub, Chicago, Voice, Oscar Coon, New York, Harmony and Instrumentation; Dean, College of Music, Freemont College, 1896-04; El Reno School of Voice Culture, 1904-08; Private Studios, Oklahoma City, 1908-15; Director Choir and Orchestra, First Christian Church, Oklahoma City, Okla., 1909-15; Dean, College of Fine Arts, Phillips University, 1915——

MAUDE SHOEMAKE BLISS, Professor of Music; Piano and Theory.
Graduate Campbell University, College of Music, Teachers' Course, 1889; ibid, Classic Course, 1890; ibid, Post Graduate Work, 1895; Student A. M. Straub, Chicago, 1894; Virgil Clavier School, New York, 1899-1900; Teacher of Piano, Fremont School of Music, 1896-04; Head of Piano Department, School of Music, El Reno, 1904-08; Private Studios, Oklahoma City, 1908-15; Organist and Accompanist First Christian Church, Oklahoma City, Okla., 1909-15; Professor of Music, Phillips University, 1915——

CHAS J. WING, A. B. Mus. B., Professor Piano, Pipe Organ and Theory.
University of Michigan, 1908-1909; A. B. Oberlin College, 1912; Mus. B. Oberlin Conservatory of Music, 1914; Private Teaching; Professor Piano, Hardin College, Mexico, Mo., 1914-1915; Professor of Piano and Theory Converse College, Spartanburg, S. C., 1915-16; Professor of Piano, Organ and Theory Phillips University, 1916——

INA LOGAN HARMON, Instructor in Music, Piano.
Teacher's Diploma in Piano, Phillips University, 1912; Artist's Diploma, ibid, 1914; Student, Caruther's School, Chicago, Summer, 1914; Private Teacher, 1910-14; Instructor Phillips University, 1914——

BERTHA E. McCAFFERTY, A. B. Head of School of Expression and Dramatic Art.
Graduate, Leland T. Powers' School of the Spoken Word, Boston, Mass., '16. A. B. Phillips University, 1917. Student, Kansas University, Summer Session, '13; B. O. Phillips University, '14; Teachers' Certificate of Music Phillips University, 1914; Student, New England Conservatory of Music '15-'16; Member New England Drama League; Private pupil in Diction of Margaret McLean, Columbia University; Private pupil of Rachael Noah Franz, associate player with Edwin Booth; head, Bertha E. McCafferty School of Expression 1916-1917; head of School of Expression and Dramatic Art, Phillips University, 1917——

*————————————————, Instructor in Wind Instruments.

BERTHA STARK, Superintendent of the Hospital, Instructor in Training Department for Nurses.
Student Training Department, Wichita Hosptial, 1896-98; Graduate, ibid, 1898; Superintendent, Enid Hospital, 1908-09; ibid, University Hospital, and Instructor of Trained Nurses, 1909-14 and 1916——

ANNA MAY LINDELL, Instructor, Training Department for Nurses.
Graduate University Hospital and Training School, 1915; Instructor, ibid, 1913——

*To be supplied.

EXECUTIVE AND OTHER OFFICERS

ISAAC NEWTON McCASH, LL. D. . . . . President

TARLETON TAYLOR ROBERTS . . . . . Secretary
(Graduate, College of the Bible Transylvania University)

FRANK HAMILTON MARSHALL, Ph. D. . . . . .
. . . . . Dean, College of the Bible

ARTHUR FREDERICK REITER, M. S. . . . . .
. . . . . Dean, College of Liberal Arts

SAMUEL HENRY HORNE, M. A., Dean, School of Education

CHARLES MERIT BLISS. . . . . Dean, School of Fine Arts

WILLIAM L. E. SHANE, A. B. . . . . .
. . . . . Principal of the High School

BEULAH BUSH BOGGESS. . . . . Dean of Women

ALICE SEE, A. B. . . . . Librarian

LUELLA JANE COWLEY . . . . . Registrar

T. ADELINE WILSON. . . . . Secretary to the President

STANDING COMMITTEES OF THE FACULTY

(The President is ex-officio a member of each committee.)

Enrollment and Classification.
Deans of Colleges and Principal of the High School

Library.

Alice See — R. J. Wolfinger
Jas. W. Tyler — G. K. Stanton

Faculty Functions.

Mrs. Bliss — Hilma Miller
H. C. Smith — W. E. Plopper
H. D. Smith

Student Functions.

S. H. Horne
Rein Dyksterhuis — Chas. J. Wing — Mrs. Boggess

Debate.

C. C. Taylor — Miss McCafferty — J. C. Lappin

Catalogue and Courses of Instruction

Deans of Colleges of the Bible, Liberal Arts, Fine Arts, School of Education, and Principal of the High School.

Discipline.

A. F. Reiter — S. H. Horne — C. M. Bliss
W. L. E. Shane — Mrs. Boggess

Student Publications.

R. J. Wolfinger — Miss Stukey — J. C. Shirley

Student Employment.

T. T. Roberts — Jas. W. Tyler

Athletics.

F. A. Wellman — H. E. Alton — C. R. Newcomb
Jno. F. Maulbetsch — C. C. Taylor

Phillips University

Historical Statement

Phillips University was founded by men who believe in Christian Education in the broad sense of that term. They recognized the fact that true education consists in the har monious development of the physical, intellectual and moral natures of man. They hold that body, head and heart all need cultivation and that the neglect of any one of these factors results in an unsymmetrical and faulty development. Since Christianity recognizes the whole nature of man, they believed that Christian education must necessarily be the best education. They clearly saw that if true to its conceptions it must provide for all the factors that enter into the complex being with whom our educational institutions have to deal. This does not mean, however, that it was their purpose to found a sectarian school. They recognized a broad underlying Christianity that is independent of all sectarian divisions and denominational peculiarities. They desired the school should be non-sectarian consequently no denominational tests are imposed and no sectarian tenets inculcated. The broad general aim is to offer liberal courses of instruction in a healthy Christian atmosphere. Members of the Board and Faculty are not limited to any one religious body, by charter or by-laws. It is the aim of the promoters of the school to avoid the narrowing tendencies of sectarian basis in its general policy and to exemplify the cosmopolitan spirit of the Master in the character and conduct of the school.

This does not mean, however, that Bible teaching is left out of the general plan of the school. On the contrary, among the several departments established, is a Bible College offering courses in Biblical Languages, Bible and church history, and the professional studies that belong to the education of a minister. Since the College of Liberal Arts is the basis for all forms of specialized work, because culture courses must be the foundation for all technical and professional training in any proper scheme of education, this college occupies the central place in the University around which all other schools are grouped and upon which all depend.

THE PRESSING NEED

The founders of Phillips University were men of patriotic impulses and philanthropic purpose. They saw the need of institutions of learning dominated by a liberal Christian spirit, in a new and rapidly developing country while the population was still in a plastic state. They saw the need of a Christian school to neutralize the secular spirit which is always strong in new states. People who break away from old associations and surroundings and move out into new places need such an institution of learning as will keep them from swinging away from those higher, nobler views of life that characterize the truly educated man or woman. If institutions of learning are dominated by the secular spirit, they only serve to increase dangers to which people are exposed and which it is their true function to destroy. An education that is purely mercenary in its motive is unworthy. It will thus be seen that the founders of Phillips University were moved to undertake their great task by a pressing need.

The founding of Phillips University was made possible by Hon. T. W. Phillips, in the beginning of the enterprise. Mr. Phillips was a far-sighted man. He saw that the psychological moment had arrived for the establishment of a school devoted to Christian education in the broad sense of that term. He was not sectarian in his feelings, but he believed that Christian education is the only true education, and consequently when the enabling act granting statehood to Oklahoma was passed, he said to E. V. Zollars: "If you will go out into that new country and undertake the establishment of a school I will support you." This offer was accepted and the people of the Southwest endorsed the establishment of such a school at Enid. Mr. Phillips may therefore be regarded as the real founder of the institution. He had a deep interest in the institution, and was greatly pleased with its development.

THE FIELD OF THE UNIVERSITY

1. The State of Oklahoma is a liberal supporter of the University, both in students and money. Its people are cosmopolitan in character, wide-awake, industrious, prosperous, and they set a high estimate on education. Its soil is fertile, its products diversified, its climate delightful, its area large, and it will doubtless have a population of several millions in the not distant future. It is truly a great state in which to plant a school.

2. Kansas, situated on the north, is a prosperous state rapidly developing. Its people are noted for their intelligence, industry and enterprise. They are also a people that believe in education and rejoice in the fact that Phillips University has been planted so near the southern border of their state. They are sending students and contribute liberally to the support of the school.

3. Arkansas situated on the east is tributary to the school. It is a state of wonderful natural resources and its population is rapidly growing. It is receiving its share of the tide of immigration from the south, east and north. It is so situated that the University can be of great benefit to its people and it in turn lends a helping hand in building up the school.

4. Portions of other neighboring states are within easy reach of Enid and some states farther away that lack educational advantages of high grade are as near to us as to any other school offering its coveted privileges.

5. The field at large is also the field of Phillips University. There is no better place for students to be educated than in this school. Here they are brought into touch with the vigorous, aggressive, practical western life. They form valuable acquaintances throughout a rapidly developing region of wonderful resources. If they go from school into business life, they are in the midst of splendid opportunities; if into the ministry, they are in a country where they are most needed, and which they already have come to understand.

BUILDINGS

1.—Main Building.

This is a brick structure trimmed in stone, 96x110 feet, consisting of a basement, first story, second story and dormer story, the whole heated by steam and lighted by electricity, with modern system of ventilation, which also extends to the Fine Arts building.

On the first floor is the auditorium with a gallery on three sides, seating capacity for 600 people; a splendid pipe organ is in daily chapel use. The President's and Registrar's office, a registration room; three large recitation rooms and two cloak rooms.

The second floor is occupied by gallery of auditorium; recitation rooms of the College of Liberal Arts, the Bible Col-

lege, the School of Education, and a prayer room. In the dormer story are the laboratories for Physics, Chemistry, Biology, and the laboratory for the use of the High School. The building is imposing in its appearance and complete in all of its appointments. It faces west looking down Broadway. Nearly two miles distant on the Public Square, and looking up Broadway, stands the new Court House.

2.—The Fine Arts Building

North of the main building stands the Fine Arts Building. In this building are the studios for piano, violin, and voice; a studio for teacher of elocution; an art studio and an art display room; a large number of practice rooms for instrumental and vocal music and elocution; recitation room for class and ensemble work; and a music library room. This handsome building is connected with the main building by a colonnade.

3.—The Athenian Hall.

This faces the south and is situated northwest from the main building 400 feet distant. Its dimensions on the ground floor are 60x120 feet. All rooms are of the same size—12x14 feet—and connected with each room is a closet 2 x 6 feet. The second floor is occupied entirely with ladies' rooms of the same size as those below and all having similar closets. There are four bath rooms, two on each floor; a trunk elevator and linen closets. The building has rooming capacity for fifty people, and a dining room to care for 150 persons at one sitting.

4.—The Library Building.

Through the beneficence of the Phillips family, Phillips University now has a modern library building.

It has two large rooms for our Christian Associations. The main floor is given up entirely to library purposes. It contains one large room which is occupied by book stacks and reading tables, a reference library room and a reading room. The third story is occupied by two large library halls, store and committee rooms. The building is of a beautiful architectural design, and fire proof in character. It is located thirty feet south of the main building completing a central group of three buildings: Main Building, Fine Arts Building, and Library Building. The three are connected by corridors, presenting one continuous front of three hundred feet.

The addition of this library building gives to Phillips University a splendid educational plant, ample in proportion, adequate in equipment, and imposing in appearance.

5.—The Gymnasium.

Through the generosity and good will of the people of Enid, aided by the beneficence of the Phillips family the University has superb athletic facilities.

The new gymnasium is a brick structure. The main room is 60x84 feet with a 25-foot ceiling. It contains a running track six feet wide hung around the entire room. This is sufficiently strong to be used as a gallery at public gatherings. The room is equipped with complete apparatus. The building contains two offices for the accomodation of the Physical Director and Coach. The basement is fitted with lockers and shower baths in two apartments; one for ladies and one for gentlemen.

The college provides competent Physical Directors and Coach, with assistant, to superintend the work on the floor of the gymnasium, and to train the teams and direct the outdoor sports.

SCOPE OF THE WORK

Phillips University embraces the following colleges and schools:

I. The College of Liberal Arts.

II. The College of the Bible.

III. The School of Education.

IV. The College of Fine Arts, including Music, Oratory and Art.

V. The High School.

VI. The University Hospital and Training School for Nurses.

THE EQUIPMENT

The policy of the board is to supply the school with modern, up-to-date equipment. While buildings and equipment cannot make a school, yet they constitute a very important factor and our board is fully alive to that fact. This is pre-eminently the day of the library and the laboratory in nearly all grades of instruction. Modern methods of teaching making such use of these agencies. An extensive equipment has been installed.

1.—The Library.

A good working library has become an indispensible part of the equipment of high grade schools. Students are sent to the library to make much of their preparation for class-room work. Even in the high school and preparatory schools of colleges and universities, and in the higher grades of instruction, the library is indispensible. Phillips has a good working library, About five thousand five hundred volumes of well-selected books are on its shelves and several hundred volumes are added each year.

The development of library science in the last few years has made it very evident that a library in the true sense is not merely a certain number of books. The modern library movement seeks to increase by every possible means the usefulness and accessibility of books. Five thousand well-chosen volumes classified, catalogued and accessioned according to modern methods may better deserve the name of library than five times that number carelessly or erratically arranged. Practically all libraries today have card catalogues and shelf lists. Cataloguing has become a science. It is the purpose of Phillips University to enter thoroughly into the spirit of this modern movement. The library has been accessioned, classified, and catalogued according to the "Dewey System," this together with indexes, reference books, reading rooms, etc., makes the library a very valuable factor in the University.

All students will find it necessary to use the library more or less. Department libraries are provided with the Professors of the various schools and colleges send their students to the library for a part of their preparation for class and for special investigation from time to time. In connection with the library there is a reading room, supplied with the leading magazines and serials which students can use whenever they have spare moments.

2.—The Laboratories

The Board of Trustees recognize fully the value of laboratories and their absolute necessity to a school that aspires to be abreast of the times in its method of instruction. The laboratory method is now employed in almost every department of study and investigation. Recognizing this fact, we have provided four laboratories—Chemical, Biological, Botanical, and Physical. We have already expended thousands of dollars, and, as a matter of course, we will add to this equipment year by year.

Admission and Graduation

College Entrance Requirements.

Each student will at the time of his enrollment present a certified list of all High school and College subjects for which he hopes to secure credit. Fifteen units selected in conformity to the requirements stated below are required for unconditioned college entrance. Students may be admitted with fourteen units as conditioned, but the deficit must be removed during the Freshman year.

Accredited High Schools.

The College accepts as its list of accredited High schools the lists prepared by the State High School Inspectors.

Entrance Credits Uniform in Oklahoma.

In the future, the table of officially accredited secondary schools, issued by the Committee on Affiliation at the University of Oklahoma, will be followed rigidly not only by all the higher institutions of learning in the state, but by accredited High schools in their relations with each other and with non-accredited schools, for the High school conference passed the following resolution in May, 1916.

"The accredited High schools of Oklahoma will accept the rating given High schools by the Committee on Affiliation at the State University, and will require all applicants from non-accredited High schools to pass a thorough-going examination for all credits granted." And December 1, 1916, authorized representatives of the higher educational institutions of Oklahoma passed the following resolutions:

"(1) No student entering our schools shall be given a greater number of credits toward graduation than is allowed to the school by the latest bulletin sent out by the University.

"(2) No credit will be given for work in non-accredited schools or in non-accredited subjects, except upon a thorough examination in those subjects in which such credit is sought.

"(3) These resolutions shall be effective on and after January 1, 1917."

Definition of Unit.

One unit represents the completion of a year's work in a given subject, recitations being daily, for a school session of nine months. The recitations should be 45 minutes each. Fifteen units represent the work done during the four years' study in a first-class High school, the student taking about four subjects each year. All the units offered for entrance must represent work done above the eighth grade of the public schools.

Required of All Students—15 Units.

1. **English** ..... **3 Units**
This must include (a) Composition, 1 unit; (b) Elementary Rhetoric, 1 unit; (c) American or English Literature, 1 unit; Uniform college entrance requirements recommended.

2. **Mathematics** ..... **2 Units**
Including (a) Algebra, 1 unit; (b) Plane Geometry, 1 unit.

3. **Foreign Language** ..... **2 Units**
These units must be offered in one language. They may be offered in Latin, Greek, German, French or Spanish.

4. **Science** ..... **1 Unit**
This unit must be selected from the following: Botany, Zoology (a combination of Botany and Zoology may be offered), Physics and Chemistry.

5. **History** ..... **1 Unit**
One unit of the following must be offered: Ancient History, Modern History, English History, American History, (one-half unit each of American History and Government may be offered.)

6. **Electives** ..... **6 Units**
These electives are described in detail below.

Description of Entrance Units.

1. **English.** Four units, three required. The requirement is that recommended by the National conference on Uniform Entrance Requirements in English (three units). A fourth unit may be offered, provided the work has been approved by the State Inspector.

2. Mathematics. Two required. The required units are (a) Elementary Algebra through quadratics, one unit. (b) Plane Geometry, one unit. Other units permissible are Solid Geometry, one-half unit; Algebra, additional one-half unit, taken after Plane Geometry; Plane Trigonometry, one-half unit; Advanced Algebra, one-half unit, taken after Plane Trigonometry. (Commercial Arithmetic, one-half unit, may be offered only under the most favorable circumstances, and must be taken after Plane Geometry and Elementary Algebra).

3. Latin. Four units. (a) Beginner's Latin. (b) Four books of Caesar's Gallic War. Selections from Nepos may be substituted for one book. Prose composition. (c) Six orations of Cicero. Sallust's Catiline may be submitted for two orations. Prose composition. (d) Six books of Virgil's Aeneid and Prose composition. Ovid may be substituted for part of Virgil.

4. Greek. Three units. (a) Elementary Greek, Xenophon's Anabasis begun. (b) Xenophon's Anabasis, three or four books or equivalent in Attic prose. Composition. (c) Advanced Greek.

5. German. Four units. (a) Elements of Grammar and reading of about 100 pages of easy German. (b) Additional Grammar, composition, writing from dictation. Translation, such as Schiller's Wilhelm Tell. (c) Review of Grammar. Translation of about 400 pages of standard German. (d) Advanced German.

6. French. Four units. (a) Elements of Grammar, and reading of 100 pages of easy prose. (b) Syntax, and 300 pages of standard French. Composition. (c) and (d) Advanced French. Two units of Spanish may be offered in the absence of French.

7. Natural Science. Six units.

(a) Physiography. One unit or one-half unit. Note books and maps required. This may include Geology, one-half unit.

(b) Physics. One unit. Recitation and experimental work in laboratory. Note book required.

(c) **Chemistry.** One unit. Text-book, and work in laboratory. Note-book required.

(d) **Botany.** One unit. Text-book, laboratory work, note-book and field excursions. One-half unit may be offered.

(e) **Zoology.** One unit. Text-book, laboratory work and field excursions. One-half unit may be offered.

(f) **Physiology.** One unit. Text-book, drawing and laboratory methods. One-half unit may be offered.

(g) **General Science.** One unit.

The sciences (b) to (f) should be taken in the eleventh and twelfth grades, and will not receive credit if taken earlier than the tenth. Each unit represents three periods of 45 minutes per week devoted to recitation, and two double periods per week spent in laboratory work.

8. History. Four units. One unit required.

(a) **Ancient History.** One unit. Text-book, outlines, drawings, maps, etc. At least 200 pages of assigned readings should be given in first or second year of the High school.

(b) **Modern History.** One unit. Text-books, outlines, etc. At least 300 pages of assigned reading, should be taken immediately following the year of ancient history.

(c) **English History.** One unit. Standard text and at least 300 pages of assigned reading.

(d) **American History.** One or one-half unit.

(e) **American Government.** One-half unit. (d) and (e) should be taken in the third or four year High school, and should require at least 350 pages of assigned reading.

9. Vocational Subjects. Three units may be offered. (a) Agriculture, one or one-half unit. (b) Domestic Science, one or one-half unit. (c) Commercial Geography, one-half unit. (d) Commercial Law, one-half unit. (e) Drawing, one or one-half unit. (f) Bookkeeping, one unit. (g) Commercial Arithmetic, one-half unit. (h) Psychology, one-half unit. (i) Pedagogy, one-half unit. (j) Typewriting and Stenography, two units. Only two units may be offered in Commercial subjects. (k) Manual training, one unit.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS.

1. REGULATIONS GOVERNING THE ELECTION OF COURSES IN THE FRESHMAN AND SOPHOMORE YEARS.

During the freshman and sophomore years, the student must choose his subjects according to the Group System, outlined below. The purpose of the first two years of the college is to continue the curriculum of the High school, along general lines.

Required of All Students.

1. Rhetoric. All students are required to take this subject in the freshman year. 5 hours.

Additional English will be required when deemed necessary.

2. Bible. Required of all students during the freshman or sophomore year. 6 hours.

3. Literary Society Work. At least one creditable literary production shall be rendered each semester of the student's residence in school.

4. Physical Training. Two hours per week during the freshman and sophomore years.

Credit same as for laboratory work, 4 hours.

Group Requirements.

Every student is required to do work in two out of three departments in Groups **I, II and III.**

I. Language

(a) English Language, 5 hours required of all freshmen.

(b) Ancient Languages for those offering two units of one language, 6 hours; 12 hours if beginning a language.

(c) Modern Language, for those offering two units of one language, 6 hours; 12 hours if beginning a language.

II. Science

(d) Mathematics, 6 hours.

(e) Physical Science, 5 hours.

(f) Biological Science (physiology, botany, zoology or geology), 5 hours.

III. History and Social Sciences

(g) History, 4 hours.

(h) Philosophy and Education, 6 hours.

(i) Biblical History and Literature, 6 hours required of all freshmen or sophomores.

Group Exemptions.

(b) and (c) Each additional unit offered will relieve of half of the requirement.

(d) This requirement may be waived when three or more units, exclusive of arithmetic, are offered for entrance.

(e) A unit each of chemistry and physics will absolve this requirement.

(f) Two units selected from physiology, biology, botany, or zoology will satisfy this requirement, if taken in last two years of High school.

(g) This requirement may be waived for those offering three or more units of history.

(h) Pedagogy and elementary psychology offered for entrance may satisfy this regulation.

II. REGULATIONS GOVERNING THE ELECTION OF COURSES IN THE JUNIOR AND SENIOR YEARS.

1. Major Subject. Each student must select one department for his major subject, not later than the beginning of his junior year. He must complete in this department courses totaling not less than twenty-four (24) semester hours, nor more than forty (40) semester hours, of which at least twelve (12) hours must be courses marked C or above.

2. Minor Subject. Also, the student must elect a department for his Minor subject, and complete a minimum of twelve (12) hours, of which at least eight (8) hours must be courses marked C or above.

The subjects of the Major and Minor must be chosen with the advice and consent of the professor and dean in charge.

III. FREE ELECTIVES.

In addition to the work required above, sufficient electives must be chosen to make a total of 124 semester hours, in order to obtain the degree of Bachelor of Arts.

Definition of Credit Hour.

For college credit the "hour" or "semester hour" is used. It represents one hour period of class room recitation per week for a semester of eighteen weeks. Two to three hours of laboratory work is considered equivalent to an hour of college class work. Fifteen or sixteen hours credit per semester is enough work for the average student, and will complete a college course in four years.

COMBINED COURSE WITH PROFESSIONAL SCHOOLS.

Students who have completed the Junior year in residence in Phillips, who have made an approved choice of electives, and satisfied our group requirements for the Fresh-

man and Sophomore years, may upon request, be permitted to do the entire work of the Senior year in any approved school of Engineering, Law, Medicine or Journalism. After furnishing an official transcript of courses taken and grades received in the first year of his professional course, the student may, upon application for graduation and payment of graduation fee, be granted the B. A. degree as if in residence at Phillips. Thus the A. B. degree would be secured in four years as usual; and in six or seven years the professional degree would also be secured.

The work to be done in Phillips College in each of these combined courses is as follows:

Arts—Medical.

Required courses: Inorganic chemistry, 10 hrs.; college algebra and trigonometry, 5 hrs.; physics with laboratory course, 10 hrs., or 5 hrs. if High school physics is offered; biology, zoology or botany, 10 hrs.; modern language, German or French, 10 hrs., and college rhetoric, 5 hrs.; physical training, 4 hrs. Additional work in chemistry is recommended. Electives to make a minimum of 96 hrs.

Arts—Law.

In addition to group requirements, free electives from English, French, history, government, science, philosophy, and religion to make a minimum of 96 hrs.

Arts—Engineering.

Engineering students will select their work chiefly from mathematics, physics and chemistry; also science, modern language, English and government to make a total of 96 hrs.

Arts—Journalism.

Either in High school or in College at least elementary courses in the following must be taken: Physics, chemistry, physiology and hygiene, physical geography, geology, commercial geography, zoology, psychology, history of education, economics, sociology, modern language, history, civics, Bible, college rhetoric and additional English, and electives to make a minimum of 96 hrs.

Arts—Ministerial.

Regular four-year college course satisfying group requirements, taking a major in Biblical language and literature. Total 124 hrs.

It is, however, recommended that all ministers take five years for this course, making a minimum of 154 hrs., of which 108 hrs. shall be well recognized college work. Both the B. A. and M. A. degrees would then be granted.

Arts—Education.

The regular four-year college course distributed according to group requirements with a major in education and psychology. Electives to make 124 hrs.

Students completing this course may, upon application, receive a state High school life certificate, either in Oklahoma or Kansas, or both.

COMBINED COURSES APPROVED BY THE UNIVERSITY OF OKLAHOMA.

Combined courses in Law, Medicine and Engineering have been mutually approved by the University of Oklahoma and Phillips. The literary work as outlined above is to be done in Phillips and the vocational work in the University of Oklahoma.

REQUIREMENTS FOR THE DEGREE MASTER OF ARTS.

I. The student, having previously received the bachelor's degree from this or some other institution of equal rank, must be enrolled as a resident student for at least two semesters.

II. He must do work amounting to at least 30 semester hours selected from approved courses marked C or D. This work will be under the personal oversight of the professor of the student's major undergraduate subject, and his dean.

III. The candidate must prepare a thesis of merit, representing considerable research, the thesis to be prepared under the direction of the professor named above in II. The theme for the thesis must be presented and approved not later

than October 15. The thesis must be completed not later than May 1.

IV. The candidate must pursue his graduate studies along the lines of the Major and Minor subjects of his undergraduate work.

Requirements for the Degree B. D. (see Bible College).

Requirements for the Degree B. S. in Ed. (see School of Education).

CLASSIFICATION OF COURSES.

To guide students in the proper sequence of subjects pursued in each department, courses are marked A, B, C or D; the letter following the course number indicating in general its grade, as follows:

A—Elementary courses open to freshmen, requiring no prerequisite college courses.

B—More advanced courses open to freshmen and sophomores requiring no prerequisite college courses but usually requiring prerequisite high-school courses in the same or similar subjects.

C—Courses requiring at least one year's college work in the same or kindred subjects. C courses follow regularly after B courses.

D—Advanced courses requiring at least two years of prerequisite college training. They follow regularly after C courses.

Courses marked C or D may be open to graduate students under some restrictions.

College of Liberal Arts

College of Liberal Arts

FACULTY.

ISAAC NEWTON McCASH, LL. D., President.

ARTHUR F. REITER, M. S., Dean, Professor of Chemistry and Physics.

FRANK H. MARSHALL, Ph. D., Professor of Biblical and Patristic Greek Language and Literature.

SAMUEL H. HORNE, A. M., Professor of Education and Psychology.

GUY K. STANTON, A. M., Professor of Biology.

CLAUDE C. TAYLOR, A. M., Professor of Semitic Languages and Literature.

ROY J. WOLFINGER, A. M., Professor of English Language and Literature.

MAGDALINA STUKEY, A. M., Professor of Modern Languages and Literatures.

FRANK A. WELLMAN, A. M., Professor of History and Political science.

H. CLAY SMITH, A. M., LL. B., Professor of Latin and Spanish.

HARRY D. SMITH, A. M., Professor of Philosophy.

JAMES W. TYLER, A. M., Associate Professor of Education and Psychology.

CHARLES M. BLISS, Professor of Music.

CHARLES J. WING, A. B., Mus. B., Professor of Music

G. W. TIDD, M. S., Professor of Mathematics and Astronomy.

BERTHA E. McCAFFERTY, A. B. B. O Instructor Public Speaking.

JOHN F. MAULBETSCH, A. B., Physical Director.

The College of Liberal Arts

Its Aims and Purposes.

This is the central college of the University. Its work is fundamental to that of the other schools, and enters more or less into the work of all. The aim of this college is education in its broadest sense; the discipline and culture of the student. Every one must know his limitations, his ability and adaptability, so that his specialization for life's work may be done with the greatest advantage and assurance of success. The best of opportunities to learn these are offered, while securing a liberal general education. That few choose their vocation unwisely if they defer their specialization until well advanced in their college career, is evidenced by the fact that over 74 per cent of those whose names appear in "Who's Who In America" because of notable achievement, are college graduates. That there may be the reasonable assurance of success for each student, he is urged to complete if possible the four-year college course; to whom this is impossible, our combined courses offer an attractive alternative, giving two degrees.

Rank of the College of Arts.

The entrance requirements and requirements for graduation have been made to conform to the standards adopted by the North Central Association of Colleges and Secondary Schools.

Courses of Instruction

MODERN LANGUAGES.

I. English Language and Literature.

Professor Wolfinger.

1A. College Rhetoric. This subject, spoken of usually as English One, is an introduction to all other college English, and is required of all college freshmen. It consists in writing compositions, speaking under criticism, and taking notes on readings and lectures. This subject does not count for a major.

First semester 5 hours

5B. American Poets. This course is a survey of the leading poetical interests of the United States, studying the elements of poetry, the history of verse literature in America, the lives and writings of the leading poets. The course will require considerable verse composition, and the reading of verse selections. Recommended for sophomores. Text "Chief American Poets." Page.

First semester, 3 hours

6B. American Prose. A companion course to American Poets' course, which it follows, though independent of it. A study of the theory of prose writing, as shown in the works of the essayists, fiction writers, orators and journalists. This course will ask for much writing and a good deal of reading. Recommended for sophomores or second semester freshmen.

Second semester, 3 hours

11C. English Poets. A course in the verse literature of England, beginning with Chaucer and closing with Swinburne. This course should be preceded by English 5, or some other theoretical study of verse. It will ask for an extensive study of the lives and works of the poets, and for much composition, both prose and verse. Recommended for juniors. Text "English Poets," Manly.

First semester, 3 hours

12C. English Poets. A continuation of English 11 Only those that have had English 11, or its equivalent, may enter.

Second semester, 4 hours

15D. Shakespeare. A course in the theory and practice of the drama, paying particular attention the first semester to the Elizabethan comedies, and dramatic form. Members of the class will be asked to write a number of plays and perhaps to assist in staging one or more. Offered preferably to seniors, or to those who have had training in dramatic and theatrical lines.

First semester, 3 hours

16D. Shakespeare. The second semester course in Shakespeare, paying particular attention to the tragedies. English 15 or its equivalent, is essential for this course. At least four plays will be studied in detail, and others will be read.

Second semester, 4 hours

17D. The Pedagogy of English. This subject offers a study of various methods of teaching English in the grades, in the High school, in college. Members of the class will be given both practice and theory as the class work. The course will require little writing, but considerable reading Necessary for all those who elect English as major, and helpful to all who intend to teach the subject. Two of the three hours of the credit may be transferred to the Department of Education.

First semester, 3 hours

The above-named courses will be offered regularly. In case there is sufficient demand for any of the following named and described courses, they may be offered, within limits, in the places of those named above. Students interested in them are invited to confer with Professor Wolfinger, either in person, or by correspondence.

3A. Historical Grammar. A study of the development of English forms. Helpful to teachers of grammar and literature. Not offered without consultation.

If offered, Second semester, 2 hours

4B. Short Story. A course in the technique, form and history of the short story. Planned to help those that wish to write professionally, but interesting to all students of English.

This course will be offered Second semester 3 hours

7A. Argumentation and Debate. The theory and practice of debating. See Professor Wolfinger or the dean under which one enrolls, both for the description of the course and the nummer of hours' credit given.

13C and 14C. Tennyson—Browning and Wordsworth—Milton. These two courses are advanced, requiring at least a semester of study of verse forms, or some other course of poetry. Students having either English 5 or English 11, or equivalent, admitted without question. Whichever of these courses is most in demand will be offered the second semester.

Each, 2 hours

II. GERMAN.

Professor Stukey.

The aim is to acquire a practical knowledge of the German language and to become acquainted with the best literature and its authors. German is used in the classroom as much as practical.

A helpful feature for acquiring a practical use of the German is the "Germania," with its programs consisting of songs, readings, plays and games. "Aus Nah Und Fern" and easy stories furnish supplementary reading.

The first year German aims to give the student correct pronunciation, drill in speaking the language, ability to read easy German at sight, practical knowledge of the principles of the language, training in defining the words of the text in other German words, and information about Germany and Germans.

The second year German continues the study of the principles of grammar, including oral and written composition. It enters upon the study of prose and poetic literature with continued practice in paraphrasing.

Courses 1 and 2, or two years of High school German prerequisite for courses 3-6. Six additional hours prerequisite for courses 7-11.

1A. Elementary German. The class text, Gronow's Jung Deutschland. The Till Eulenspiegel stories are read as soon as the class is able to read them with pleasure. Proverbs, quotations, poems, and songs are features of the work.

First semester, 5 hours.

2A. Elementary German. Oral and written composition as a basis for conversation and grammar. The reading selected from Storm, Gerstaecker, Seidel, Benedix, and Wildenbruch. Proverbs, quotations, poems and songs continued.

Second semester, 5 hours.

3B. German Prose and Poetry. The reading of moderately difficult prose and poetry selected from such writers as Fouque, Raabe, Schiller and Lessing.

(1918-19) First Semester, 3 hours.

4B. Lessing and His Works. Minna von Barnhelm and Emilia Gallotti or Nathan der Weise are read intensively. Reports made from some of his other works.

(1918-19) Second Semester, 3 hours.

5B. The Drama and the Novel. Freytag's Die Journalisten studied carefully, and Sudermann's Frau Sorge read.

First Semester, 3 hours.

6B. Schiller and His Works. The selections for reading are made from the following: Wilhelm Tell, Marie Stuart, Die Jungfrau von Orleans and Wallensteins Tod.

Second Semester, 3 hours.

7C. Goethe. The study of Goethe's works, except Faust based on Bernhadt's Meisterwerke. Grimm's Life and Times of Goethe serves.

(1918-19) First Semester, 2 hours.

8C. Goethe. Selections from Faust, Parts I and II. Taylor's Translation of Faust used as a reference.

(1918-19) Second Semester, 2 hours.

9C. History of German Literature. Stroebe and Whitney's Geschichte der Deutschen Literatur used for a general survey of the subject, covering the time from the beginnings of German Literature to the Romantic Movement. Reports from Thomas' Anthology.

First Semester, 2 hours.

10C. History of German Literature, continued. Especial attention is given to the Romantic Movement, and the succeeding great movements studied. Illustrative works read and reports made.

Second Semester, 2 hours.

11C. The Pedagagy of German is offered as a substitute for one semester of the Goethe course, or for part of the History of German Literature, when the demand justifies.

III. FRENCH.

Professor Stukey.

The following courses are so planned as to give the students a reading knowledge of French, some acquaintance with the life of the people and the ability to use the language correctly. The Rosenthal record system is used as a basis for pronunciation and conversation throughout all courses.

First Year—The aims of the elementary courses are correct pronunciation, a certain degree of ease in reading and speaking French, and a knowledge of the elements of French grammar.

Second Year—Kastner and Atkins' Short History of French Literature is used throughout the second year for a general survey of French Literature and its authors.

1A. Elementary French. Walther and Ballard's Beginners' French. Snow and Leben's Easy French, Guerber's Contes et Legendes; or some other text of similar grade is studied. First Semester, 5 hours.

2B. Elementary French, continued. A review of the principles of Grammar, with a special drill on the more common irregular verbs. David's Chez Nous, Talbot's Le Francis et Sa Patrie, or Bruno's Tour de le France is studied, and used as a basis for conversation.

Second Semester, 5 hours.

3C. Modern Writers. The reading selected from the following: About's Roi des Montagnes, Daudet's Trois Contes Choisis, Maupassant's Huit Contes Choisis, and Halevy's L'Abbe Constantin.

(1918-19) First Semester, 3 hours.

4C. Victor Hugo's Life and Writings. The romatic drama, Hernani, and the romance, Les Miserables from an abridged edition.

(1918-19) Second Semester, 3 hours.

5C. Prose and Poetry. An intensive study of one of the following, supplemented by several others more hastily read, Dumas' Trois Mousquetaires, Labiche's et Martin's La Poudre aux Yeux, Merimee's Colomba, and Sand's La Mase au Diable. First Semester, 3 hours.

6C. The Classic Period in French Literature. The readings selected from Corneille's Cid; Racine's Esther, or Athalie; and Moliere's L' Avare, Les Precieuses Ridicules, or La Malade Imaginaire.

Second Semester, 3 hours.

IV. SPANISH.

Professor H. C. Smith.

1A. Elementary Spanish. Technical grammar; simple composition. Short stories for oral Spanish. Hills and Ford's Spanish Grammar, and Ballard and Stewart's Short Stories.

First Semester, 5 hours.

2B. Spanish Reading. Review of grammar, irregular verb and conversation drill. Alarcon's Capitan Veneno, and portions of the New Testament (modern translation). Prerequisite, course 1. Second semester, 5 hours.

3C. Modern Spanish Literature. Spanish novels, dramas, and lyrical poems. These readings will vary from year to year. Prerequisite, courses 1 and 2.

First Semester, 4 hours.

4C. Conversation. Conversation, composition, including essays and letter writing in Spanish. One Spanish novel read out of class. Prerequisite, courses 1 to 3.

Second Semester, 4 hours.

ANCIENT LANGUAGES

I. LATIN.

Professor H. C. Smith.

1B. Sallust. Selected readings, with a thorough review of grammar and prose composition.

First Semester, 3 hours.

2B. Livy. Two books, rapid reading.

Second Semester, 3 hours.

3B. Virgil. Six books, or selections, with much attention to scansion and mythology.

First Semester, 4 hours.

4B. Horace. Odes and select Epodes. Much emphasis on scansion and the literature. Prerequisite, course 3.

Second Semester, 4 hours.

5C. Cicero. Select Letters. Study of the history of the times. (1918-19) First Semester, 3 hours.

6C. Terence, Adelphi and Phomio.

(1918-19) Second Semester, 3 hours

II. BIBLICAL AND PATRISTIC GREEK LANGUAGE AND LITERATURE.

Professor Marshall.

The aim of this department is to give a survey, as broad as the limits allow, of the Jewish and Christian Greek Language and Literature from 280 B. C. to 200 A. D. Courses 1 and 2 will satisfy the requirements of Ancient Languages in Group I.

I. COURSES IN GREEK.

1B. Elementary Greek. Study of Etymology, with daily drill in composition. First Semester, 4 hours.

2B. Elementary Greek. Completion of the study of the paradigms. Composition continued. Reading of the Gospel and Epistles of John. Second Semester, 4 hours

3C. The Gospels of Matthew and Mark. Translation, word studies, and New Testament Greek grammar. First Semester, 4 hours.

4C. The Gospel of Luke and Apocalypse. Grammar continued. Second Semester, 4 hours.

5 and 6D. The Septuagint. Translation from Kings, the Psalter, Isaiah, Wisdom of Jesus, and I. Maccabees. Studies in the grammar and history of the Septuagint, and the relation it sustains to the Hebrew of the Old Testament and the Greek of the New Testament.

First and Second Semester, 1 hour each.

7 and 8D. Patristic Greek. Translation of the Didache, Shepherd of Hermas, First Apology of Justin Martyr. Selected Epistles of Clement, Ignatius, Barnabas, Polycarp, Fragments of Papias, with general survey of Patristic Literature until Latin became the official language of the church. (Offered 1916-17). First and Second Semester, 1 hour each.

II. COURSES IN ENGLISH.

13B. The Gospel of Matthew and Mark. The teachings of Jesus, and the sects of the Jews.

First Semester, 3 hours.

14B. The Gospels of Luke and John.

Second Semester, 3 hours.

(For courses 9-12 and 15, 16, see College of the Bible.)

17A. The Literature of the New Testament. A general survey course, embracing an outline study of the Gospels, with selected portions of the other books of the New Testament. The purpose of this course is to give to college students a cursory knowledge of the New Testament Scriptures. Open only to those who have not taken courses 13 and 14.

First Semester, 3 hours.

III. OLD TESTAMENT LITERATURE.

Professor Taylor.

I. COURSES IN LANGUAGE.

1. Elementary Hebrew. The essentials of grammar are mastered, using the inductive method, based on the first eight chapters of Genesis. A part of the text is committed to memory and thorough drill is given in composition.

(1918-19). First Semester, 4 hours.

2. Grammar and Reading. The work of the first semester is continued and completed. A wide vocabulary is acquired and further reading is done in the book of Genesis.

(1918-19). Second Semester, 4 hours.

3. Historical Hebrew. A reading course in Hebrew historical literature, centering on the Book of Samuel, with sight reading in other books; also a review of the Hebrew verb with special attention to the weak verbs.

First Semester, 3 hours.

4. Hebrew Syntax. Rapid reading in historical Hebrew with a careful study of Hebrew syntax and the thought processes of the Hebrews as revealed in the syntax.

Second Semester, 3 hours.

5. Text and Canon of the Old Testament. Such subjects as the text, canonicity, manuscripts, translation, versions and languages of the Old Testament will be studied.

First Semester, 2 hours.

II. COURSES IN ENGLISH.

6. History of Israel. The rise of the Hebrew nation, and its contact with contemporaneous nations.

First Semester, 3 hours.

7. History of Israel. Continuation of 6; a study of the Kingdom of Israel, its power, decline and fall.

Second Semester, 3 hours.

8. The Prophetical Element of Hebrew Literature. A study of the prophetical books of the Old Testament, arranged in chronological order; also the prophetical element of the other books, together with the influence of the prophets upon the government and religion of Israel.

First Semester, 3 hours.

9. (a) The Wisdom Literature of the Hebrews. A study of the sages of Israel, their writings, philosophy of life, and their part in moulding the conduct of the people. (b) The Psalter. Classification of the Hebrew lyrics, and interpretation of the material. Second Semester, 3 hours.

10. The Literature of the Old Testament. A general survey course intended for students who desire a cursory knowledge of the Old Testament Scriptures. Not open to students who have had courses 6 and 7.

Second Semester, 3 hours.

HISTORY, POLITICAL SCIENCE AND ECONOMY.

Professor Wellman.

The study of history is the study of the progress of humanity. This progress is told best in man's institutions; emphasis ought therefore be placed on these monuments; this purpose will be prominent in the courses described below.

The student of history ought not hold it sufficient that the mere event be held in view; he should endeavor to gain such knowledge and understanding of precedent facts, the event and the resultant effect, not alone upon the parties involved but upon the meaning and import of the period under consideration.

I. HISTORY.

1A. Europe in the Middle Age. A study of European History from the beginning of the barbarian invasions to the close of the Medieval period.

The text-book will be supplemented by collateral reading, quizzes, reports, outlines and maps. A well-kept note book required. First Semester, 3 hours

2A. Modern Europe. A survey of European History from the close of the Medieval period to the present time. Method of instruction, similar to that employed in Course 1.

Second Semester, 4 hours.

3A. English History. A study of the rise and growth of economic and political institutions from early times to the present. First Semester, 4 hours.

4. Renaissance and Reformation. A careful study of the political, economic, social, intellectual and artistic development of the Italian people during the last two centuries of the Medieval period. Part 2 of the course develops the connection between the Renaissance and the Protestant Reformation and deals with the progress of the sixteenth century.

Second Semester, 4 hours.

5B. Europe Since 1815. A close study of events and the alignment of forces which have brought about the present conditions, political, social, religious and economic in Europe.

(1918-19). Second Semester, 4 hours.

6D. Advanced History of Greece and Rome. A detailed study of the institutional development of Greece to the death of Alexander the Great; a like study of Rome to the fall of the Empire in the west.

(1918-19). First Semester, 4 hours.

7D. Balance of Power and Revolutionary Europe. An intensive study of the diplomatic history of Europe from 1715 to 1789, followed by a similar investigation of the revolutionary movement from 1789 to 1815.

(1918-19). Second Semester, 4 hours.

8B. Contemporaneous Hebrew History. (Not Biblical).

(a) Contemporaneous Old Testament History. A study of the rise and development of ancient nations with special reference to their influence upon the Hebrews.

(b) History of New Testament times. The political history of Palestine and the Graeco-Roman world.

First Semester, 3 hours.

9C. General Church History. A careful study of the developments of the church with a close observance of its influence upon the thought and politics of the various periods. For advanced students only.

Second Semester, 3 hours.

10C. Political History of the United States. An intensive study of United States History from the American Revolution to the end of Jackson's Administration.

(1918-19). First Semester, 3 hours.

11C. Political History of the United States. A continuation of course 10, studying the period from Jackson to the present time.

(1918-19). Second Semester, 3 hours.

12D. Pedagogy of History. A course in study of the best methods of instruction in History and Civics for High schools. (Offered on demand). 3 hours.

II. POLITICAL SCIENCE.

1C. Principles of Political Science. Deals with the fundamental principles of Political Science; the theory of the state, its origin, development, powers and organization; the classification of states and questions of law rights and citizenship. For advanced students only.

First Semester, 4 hours.

2B. American Government. A systematic study of the development and structure of American Government, national, state and local, with emphasis upon actual workings.

Second Semester, 4 hours.

3B. City Government. Designed to meet the need for a more definite knowledge concerning the rapid advancement in the solution of municipal governmental questions; a close comparison of various systems will be made in the attempt to determine the system best suited to American social and political ideals. (1918-19). First Semester, 3 hours.

PHILOSOPHY.

Professor H. D. Smith.

3C. Introduction Philosophy. This is a general course in philosophy; prerequisite to course 4.
First Semester, 4 hours.

4D. Philosophy Christian Religion. A discussion of an attempt (a) to explain religion through nature and man, and (b) to construe Christianity through religion.
Second Semester, 4 hours.

5B. Ethics. The principles of human conduct according to the schools of ethical theorists.
(1918-19). First Semester, 3 hours.

6C. Psychology Religion. Psychology as applied to the development of life, habits and moral conduct.
(1918-19). Second Semester, 3 hours.

EDUCATION AND PSYCHOLOGY.

Professor Horne.

Associate, Professor Tyler.

I. EDUCATION.

1C. Philosophy of Education. A discussion of the correlation of modern educational theory and practice in their biological, physiological, sociological, psychological and philosophical aspects. The chief topics discussed are heredity, habit, culture epochs, the education of memory, reason, will, imagination, and the aesthetic nature.
First Semester, 4 hours.

2C. History of Education. A general survey of the whole field from ancient to modern times; including the main features of Oriental, Greek, Roman, Early Christian, Mediaeval, Renaissance and Modern Education.
Second Semester, 4 hours.

3A. Genetic Psychology.—Child Study. A course treating of the development of the child from the earliest years to maturity. Some of the main topics are physical growth, including the rates of growth at different periods, instincts of play, of social consciousness, memory, perception.
First Semester, 4 hours.

4A. Educational Psychology. A study of the organizations developed in the nervous system and in the consciousness through school training in the various subjects taught. An investigation of the elements and principles of the learning process, the correlation of studies, motor training, etc.
Second Semester, 4 hours.

5D. Social Education. A study of Education in its social aspects. First Semester, 2 hours.

6C. Organization and Administration of School Systems. A presentation of some of the principles and methods of efficient management and supervision.
Second Semester, 2 hours.

7B. Technique of Teaching. A study of the principles underlying effective class-instruction. The routine of teaching, and the general principles governing the use of textbooks, securing attention and interest, applying tests, etc.
Second Semester, 2 hours.

8D. Educational Measurements. A study of statistical methods and their application to school problems.
Second Semester, 2 hours.

9C. Psychology of the High School Subjects. A study of the psychological principles and mental processes involved in the learning of the subjects of the High School curriculum. First Semester, 2 hours.

II. PSYCHOLOGY.

1B. Psychology. This is a course in general psychology, including a survey of the mechanism of the nervous system. It aims to introduce the students to the main facts, principles, problems and methods of psychology, either as a part of his general educational appointment, or as a preparation for professional study in education, law, medicine, business, or the ministry. Hence it is advised that all students take this course, preferably in the sophomore year. 4 hours.

2C. Experimental Psychology. Designed to afford the student some training in the laboratory method in psychological research. A study of visual, auditory, cutaneous, olfactory, gustatory, and kinaesthetic sensations, will be followed by the application of experimental methods to the more complex mental processes.

Second Semester, 2 hours.

3D. Social Psychology. An investigation of reciprocal psychic factors operating upon the individual and the group to influence material and social progress. A study of the psychology of business, medicine, law, the ministry, etc. Prerequisite, Psychology. For senior college students.

Second Semester, 2 hours.

4C. Advanced Psychology. This is a general course in psychology, but more intensive in character, and with wider reading in connection with special topics, such as sensation, perception, images, will, etc. First Semester, 2 hours.

5A. Educational Psychology. See Education 4.

Second Semester, 3 hours.

6A. Genetic Psychology. See Education 3.

First Semester, 4 hours.

7C. Psychology of the High School Subjects. See Education 9. First Semester, 2 hours.

8B. Vocational Psychology. An investigation of the application of psychology to business procedure, as in advertising, selling, and general efficiency.

First Semester, 2 hours.

9D. Psychology of Religion. See Philosophy, course 6.

Second Semester, 3 hours.

BIOLOGICAL SCIENCES.

Professor Stanton.

I. BIOLOGY.

1A. Invertebrate Zoology. A general survey of the field of zoology with reference to classification, relationship, distribution, ecology, life history and the bearing of biological problems on human progress. The laboratory work consists of a study of type specimens. Two recitations and three laboratory periods a week. Occasionally Saturday afternoon will be devoted to field work.

Text, Hegner's College Zoology. First Semester, 5 hours.

2B. Vertebrate Zoology. A detailed study of the vertebrates, designed especially for students preparing for the study of medicine or those specializing in biology. The laboratory work consists of a careful dissection and study of type specimens of the vertebrates. Two lectures, one quiz and two laboratory periods a week.

Text, Parker and Haswell's Text-Book of Zoology, Vol. II.

Second Semester, 5 hours.

3B. Anatomy. A course designed to offer a general study of the gross and microscopic structures of the human body. Three laboratory periods a week are required. Students will make drawings of all structures studied. Two periods a week will be spent in recitation or quiz.

Text, Morris' Human Anatomy.

First Semester, 5 hours.

4B. Physiology. An advanced course covering the study of fundamental physiological actions. The personal hygiene of the human body will be considered. Students will investigate sanitary conditions in Enid and make a special study of our city sewerage system, the State Institute for the Feeble Minded and the University Hospital.

Text, Martin's Human Body.

Second Semester, 5 hours.

5C. Protozoology. A study of the unicellular animals from the staindpoint of structure and function. Students will prepare material for microscopic study. Drawings of about fifty species are required. Text, Calkin's Protozoology.

First Semester, 5 hours.

6C. Parasitology. A study of animal parasites with emphasis upon structure, life history and relation to disease. The biological significance of parasitism. A good course for students looking forward to the study of medicine.

Second Semester, 5 hours.

II. GEOLOGY.

1B. General Geology. An introduction to the fundamental principles of geology, designed for students desiring the study as a part of a liberal education. Class-room work will be supplemented with field excursion in order that the students may be placed in direct contact with geological problems. The history of the succession and distribution of the earth's crust as recorded by the fossil, funa and flora will be studied.

Text, Chamberlain and Salisbury's College Geology.

First Semester, 5 hours.

2B. Economic Geology. A general study of the metallic products of mine and quarry, considered from a scientific and a practical standpoint, including the nature, origin, amount, and geographic and geologic distribution of the same. Prerequisites, elementary chemistry, and geology, 1B. Lectures, library work and recitation.

Text, Ries' Economic Geology. Second Semester, 5 hours.

PHYSICAL SCIENCES.

Professor Reiter.

*Assistant

I. CHEMISTRY.

1A. Elementary Chemistry. An introduction to the nature and properties of the common chemical elements; and the fundamental laws of chemistry, together with their application. Three hours text, and four hours laboratory.

First Semester, 5 hours.

*To be selected.

2B. General Chemistry. An advanced course in the properties and laws of the chemical elements. Course 1 is a prerequisite. Two hours text and six hours laboratory.
Second Semester, 5 hours.

3B. Qualitative Chemistry. A comprehensive course in the separation and identification of both cathions and anions. Two hours lecture and quiz, and seven hours laboratory.
First Semester, 5 hours.

4C. Quantitative Chemistry. An introduction to quantitative chemistry by gravimetric, volumetric, and electrolytic methods. Prerequisite, course 3 Two hours recitation or quiz and nine hours laboratory.
Second Semester, 5 hours.

5C. Organic Chemistry. A brief study of the more important organic compounds. Three hours lecture and quiz, and four hours laboratory. First Semester, 5 hours.

7D. Physical Chemistry. Lectures and recitations; gas laws; kinetic, atomic, molecular and ionic theories; electrochemistry, reaction, velocity, chemical equilibrium; and related topics. (1918-19), First Semester, 5 hours.

II. PHYSICS.

2A. Elementary Algebra. Mechanics and heat. A non-mathematical course open to students not offering an entrance unit in physics. Three hours' recitation and four hours' laboratory. Second Semester, 5 hours.

3B. Mechanics and Heat. A laboratory course in these subjects requiring a working acquaintance with trigonometry. Two recitations and six laboratory exercises.
First Semester, 5 hours.

4B. Magnetism, Electricity and Light. A laboratory course offered as in 3 B. Two recitations and six laboratory exercises. Second Semester, 3 hours.

Pedagogy courses arranged upon demand.

*To be selected.

MATHEMATICS.

Professor Tidd

1A. Elementary Algebra. The content of this course is the same as the third half unit of High School algebra. It may not be taken for credit by those offering more than one unit for entrance, neither will it absolve the group requirement in mathematics nor count on major.

First Semester, 3 hours.

2A. College Algebra. Complex numbers, logarithms, permutations and combinations, binomial theorem, partial fractions, determinants, Horner's method, and graphic algebra. This course must be preceded or accompanied by trigonometry.

Second Semester, 2 hours.

3A. Solid Geometry. The geometry of space with original exercises and problems. May not count on major or group requirement.

First Semester, 2 hours.

4A. Plane Trigonometry. The elements of plane trigonometry and solution of equations and problems. It is recommended that college algebra accompany this course.

Second Semester, 3 hours.

5B. Analytical Geometry. Points, straight lines, circles and other conic sections; transformation of co-ordinates and general equations of the second degree. Prerequisite, trigonometry. First Semester, 3 hours.

7B. Differential Calculus. Methods of obtaining the differential and the derivative, together with their significance. Recommended to accompany 5.

First Semester, 2 hours.

8B. Calculus. Differential and integral calculus and their applications. Prerequisite, elementary differential calculus. Second Semester, 5 hours.

9C. Pedagogy, Secondary Mathematics. High School algebra and geometry will be examined from the standpoint of most effective class-room presentation.

First Semester, 2 hours.

10B. Plane Surveying. Field work with level, transit, and plane table; correction of errors; drawing of contour maps. Second Semester, 3 hours.

12B. Descriptive Astronomy. A course considering primarily the physical and historical aspects of the subject, and identification of constellations (alternates with 10).

Second Semester, 3 hours.

13C. Theory of Equations. First Semester, 3 hours

14C. Differential Equations. Second Semester, 3 hours

15D. Advanced Calculus. First Semester, 3 hours

16D. Advanced Calculus. Second Semester, 2 hours

THEORY AND HISTORY MUSIC.

Professor Bliss.

Professor Wing.

1A. Harmony. Notation, intervals, major and minor scales, melody writing. First Semester, 2 hours.

2A. Harmony. Continuation of melody writing, principal and subordinate triads in major and minor keys and their inversion, first, second, third and fourth class discords.

Second Semester, 2 hours.

3B. Harmony. Continuation of Music 2A. Modulation, altered chords, extraneous modulation.

First Semester, 2 hours.

4B. Harmony. Completing the course and leading to harmonic analysis. Second Semester, 2 hours.

5C. Harmonic Analysis. Enabling the student to see at a glance the harmonic structure of a composition. A careful study of excerpts of many composers and nationalities.
First Semester, 2 hours.

6C. Counterpoint. Principles of harmony applied to counterpoint. Second Semester, 2 hours.

7C. Counterpoint. Imitation, invention forms, free polyphonic forms. First Semester, 2 hours.

8C. Composition. Original work in simple forms.
Second Semester, 2 hours.

9C. Pedagogy and Interpretation. This course includes the principles of psychology as applied to the teaching of music and a discussion of the various methods of interpretation. Lectures and readings given either individually or in classes at the option of the Dean by the Professor in charge.
First Semester, 2 hours.

10C. Instrumentation. Study of compass, quality of tone balance and contrast of various instruments with simple exercises in arranging for orchestra.
Second Semester, 2 hours.

12D. The Fugue. Fugue, subject, response. The four voice fugue, the fugue with less or more than four parts, double and triple fugue. Second Semester, 2 hours.

13A. History Music. A study of the beginning and development of music, its various forms and instruments, with illustrations upon the Edison. First Semester, 2 hours.

14A. History Music. A continuation of course 13A by lecture, individual research and by illustrations upon the Edison, bringing the subject down to the present day.
Second Semester, 2 hours

15B. Form and Analysis. A study of the structure and development of musical forms from the simplest phrase to the song form with trio. First Semester, 1 hour.

16C. Form and Analysis. A continuation and completing of music 15B. These two courses are offered for those who desire an analytic knowledge of musical composition from an intellectual and emotional standpoint.

Second Semester, 1 hour.

PUBLIC SPEAKING.

Professor McCafferty.

1. Speaking Voice. Significance of carriage, attitude and movement of the body. Fundamental work for freeing and developing the vocal instrument and rendering it responsive to thought and emotion. This course is free to all college students, and it is recommended that all take it.

First Semester, 2 hours

2. Public Speech. The aim of this course is to cultivate in the students a facility and forcefulness in presenting to others his own thoughts.

Second Semester, 2 hours.

3A. Argumentation and Debate. The theory and practice of debating. See Miss McCafferty, or the Dean under which one enrolls, both for the description of the course and the number of hours' credit given.

Other courses from the Department of Expression may be credited up to a maximum of twenty semester hours.

PHYSICAL TRAINING.

Professor Maulbetsch.

Assistants. *

Graded exercises and games to insure correct carriage, muscular vigor and healthfulness; interspersed with lectures on cause, prevention and hygienic treatment of common disorders which reduce the student's efficiency.

FOR MEN.

1A. Physical Training. Marching, tumbling, parallel bars, trapeze, Indian clubs, dumb-bells, etc., and lectures and quizzes. Two hours a week. First Semester, 1 hour.

2A. Physical Training, continuation of course 1. Second Semester, 1 hour.

3A. Advanced Physical Training. Continuation of work begun in courses 1 and 2. First Semester, 1 hour.

4A. Advanced Physical Training. Continuation of course 3. Second Semester, 1 hour.

5B. Football. One season in game. First Semester, 1 hour.

6B. Basketball. One season in game. A part of first and second semesters. 1 hour.

7B. Baseball. One season in game. Second Semester, 1 hour.

8B. Track. One season. 1 hour.

9B. Tennis. One season. 1 hour.

10C. Principles Coaching. Methods in coaching boy's gymnasium and athletic games. 1 hour.

FOR WOMEN.

1A. Physical Training. Drills, marching, Indian clubs, dumb-bells, indoor games, etc., and lectures and quizzes. Two hours a week. First Semester, 1 hour.

2A. Physical Training. Continuation of course 1. Second Semester, 1 hour.

3A. Advanced Physical Training. Continuation of work begun in courses 1 and 2. First Semester, 1 hour.

4A. Advanced Physical Training. Continuation of course 3. Second Semester, 1 hour.

5A. Basketball. One season in game. 1 hour.

9B. Tennis. One season in game. 1 hour.

10C. Principles Coaching. Methods in coaching girl's gymnasium and athletic games. 1 hour.

*To be selected.

The College of the Bible

The College of the Bible

FACULTY

ISAAC NEWTON McCASH, A. M., LL. D., President, Lecturer on Pastoral Theology.

FRANK H. MARSHALL, A. M., Ph. D., Dean, and Professor of Biblical and Patristic Greek Language and Literature.

CLAUDE C. TAYLOR, A. M., Professor of Old Testament Languages and Literature.

HARRY D. SMITH, A. M., Professor of Practical Theology.

*FRANK A. WELLMAN, A. M., Professor of Church History and Contemporaneous Biblical History.

†CHARLES M. BLISS, Professor of Church Music.

!BERTHA E. McCAFFERTY, A. B., B. O., Professor in Public Speaking.

*Professor in College of Liberal Arts.

†Professor in College of Fine Arts.

The College of the Bible

Its Aims and Purposes

The aims of the Bible College are two-fold:

1. To afford all students an opportunity to obtain a comprehensive knowledge of the Bible as a book.

2. To train young men and women in the principles and methods of Christian service.

The purpose may also be expressed: To supplement the general instruction of the students of all departments by a liberal amount of Bible teaching, and to equip young people thoroughly for the work of pastors, evangelists, missionaries, and church workers.

In the furtherance of these designs, thorough instruction is given to all classes of Bible students. Opportunity is thus afforded for gaining such knowledge of God's word as should be possessed by every educated person. To ministerial students liberal courses are offered in the various departments of Biblical work.

The study of the English Bible occupies a prominent place in the work of the College and the Scriptures are also studied in the original tongues, large portions of the Old Testament and all of the New Testament being thus read as a part of the regular class-room work.

REQUIREMENTS FOR THE DEGREE A. M.

(See page 28.)

REQUIREMENTS FOR THE DEGREE B. D.

1. The degree Bachelor of Divinity requires three years of advanced theological work, after receiving the degree Bachelor of Arts.

2. The student must offer 14 credits in advanced Biblical and Patristic Greek; 14 credits in Semitic Languages; 6 credits in Apologetics and Criticism; 6 credits in Church History; 16 credits in Biblical Literature and History, and Religious Education.

3. The student must complete work amounting to 90 credits or semester hours.

By special arrangement with the College of Liberal Arts, however, the student may elect one year's work from the Bible College for which he receives credit toward his A. B. degree. This leaves only two subsequent years' study, or 60 credits in the Bible College in order to receive the degree B. D.,

In case the student has completed certain of these required courses in the College of Liberal Arts, he must offer other subjects, elective, in their place.

4. He must present a Thesis, the preparation of which involves research. The theme must be selected and approved not later than at the opening of the third year's work.

5. Of the three year's work required, at least one year, the third, must be spent in residence at this institution.

UNDERGRADUATE COURSES FOR MINISTERIAL STUDENTS LEADING TO THE DEGREE BACHELOR OF ARTS.

(For Entrance and Group Requirements, see pages 20-25.)

CURRICULUM.

(Including the Group Requirements of the Freshman and Sophomore years.)

LEADING TO THE DEGREE A. B.

Freshman.

First Semester:

*English	5 hrs.
*Elementary Greek (N. T.)	4 hrs.
History of Israel	3 hrs.
Homiletics	3 hrs.
Elective	2 hrs.
Physical Training	2 hrs.
	19 hrs.

*Group requirement.

Second Semester:

*Modern Europe	5 hrs.
*Elementary Greek	4 hrs.
History of Israel	3 hrs.
Homiletics	3 hrs.
Physical Training	2 hrs.
Elective	2 hrs.
	19 hrs.

Sophomore.

First Semester:

*Physics, or Chemistry	5 hrs.
N. T. Greek, Gospels and Syntax	4 hrs.
Religious Education	3 hrs.
First Principles, etc.	3 hrs.
The Gospels in English	3 hrs.
	18 hrs.

Second Semester:

*Geology or Biology	5 hrs.
N. T. Greek, Gospels, Syntax, etc.	4 hrs.
Religious Education	2 hrs.
The Gospels in English	3 hrs.
The Restoration Movement	3 hrs.
	18 hrs

Junior.

First Semester:

Hebrew	4 hrs.
Religious Education	3 hrs.
Apologetics	3 hrs.
Paul's Epistles (classes in English and Greek combined.)	2 hrs.
Introduction to Philosophy	3 hrs.
The Septuagint	1 hr.
Elective	2 hrs.
	18 hrs.

*Group requirement.

Second Semester:

Hebrew	4 hrs.
Psychology of Religion	3 hrs.
Paul's Epistles (English and Greek)	2 hrs.
The Septuagint	1 hr.
Old Testament Criticism	4 hrs.
Elective (Col. of Arts)	3 hrs.
	17 hrs.

Senior.

First Semester:

Gen. Church History	3 hrs.
Elective (Col. of Arts)	3 hrs.
O. T. Prophets	3 hrs.
Acts of Apostles (Greek and Eng.)	2 hrs.
Patristic Greek	1 hr.
Jesus as a Teacher	3 hrs.
	15 hrs.

Second Semester:

Ancient History (Contemporary Bible History)	3 hrs.
Ethics	3 hrs.
Elective (Col. of Arts)	3 hrs.
Wisdom Literature and Psalter	3 hrs.
Miscellaneous Epistles (Greek and Eng.)	2 hrs.
Patristic Greek	1 hr.
	15 hrs.

Note—Students entering from other institutions will be allowed equitable substitutions for work done elsewhere.

COMBINATION COURSE LEADING TO THE DEGREE A. M.

Open to students who have completed the curriculum leading to the Degree A. B.

First Semester:

I. Subjects chosen from one department in the College of Liberal Arts or Education, sufficient to complete a Major in the Department.

II. Electives:

O. T. Theology ---------- 3 hrs.
Philosophy of the Christian Religion ---------- 3 hrs.
Revelation or N. T. Theology ---------- 2 hrs.
Adv. Biblical Greek ---------- 1 hr.

Second Semester:

I. Subjects in the College of Arts or Education as in first semester.

II. Electives:

O. T. Theology ---------- 3 hrs.
Comparative Religions ---------- 3 hrs.
N. T. Text and Canon ---------- 3 hrs.

Total Credits

A minimum of 124 semester hours, or credits, and 130 honor points must be gained in order to obtain the degree Bachelor of Arts.

Of the courses taken in the junior and senior years, at least 40 semester hours should be open only to juniors and seniors. These courses must be chosen with the advice and consent of the Dean of the Bible College.

ELECTIVE BIBLE COURSE, WITH THE DEGREE Th. B.

Some who enter upon the work of preparation for the ministry late in life, with whom time is an object, feel that they cannot afford to complete the work for the degree A. B., before beginning their immediate preparation for the ministry. To suit the needs of such students, an outline of studies has been prepared as follows:

Entrance Requirements.

Fifteen high school units, including English (3), History (2), Science (2), Electives (8), allowing more electives and requiring less language and mathematics than the standardized curriculum. A limited number of units in Bible History may be offered.

I. REGULATIONS GOVERNING THE ELECTION OF COURSES IN THE FRESHMAN AND SOPHOMORE YEARS.

1. Rhetoric. Required in Freshman year _____5 hours.

2. Physical Training.....4 hours

3. Electives.....55 hours.

II. REGULATIONS GOVERNING THE ELECTION OF COURSES IN THE JUNIOR AND SENIOR YEARS.

1. Major Subject. Requirements similar to those in the courses leading to the degree A. B.

2. **Minor Subject.** As in courses leading to the degree A. B.

3. Electives sufficient to make a total of 60 hours.

Total credits for Th. B. _____124 hours.

Since, however, the Elective Bible Course is not a standardized curriculum, the student, who receives the degree Th. B., cannot make his work a basis for the advanced degrees of Master of Arts and Bachelor of Divinity. He must first complete the work required regularly for the degree A. B., before he can become a candidate for A. M. or B. D.

Definition of Credit.

A credit is one hour's recitation each week for a period of 18 weeks. A class reciting four hours each week for one semester would receive four credits.

Courses of Instruction

BIBLICAL AND PATRISTIC GREEK LANGUAGE AND LITERATURE.

Professor Marshall.

The aim of this department is to give a survey as broad as the limits allow, of the Jewish and Christian Greek Language and Literature from 280 B. C. to 200 A. D.

I. COURSES IN GREEK

For the study of Biblical and Patristic Greek, no previous training in classical Greek is required. The student enters at once upon the courses indicated below, and devotes his attention exclusively to the principles of the language peculiar to the Bible. The differences between the dialects of the classical writers and that of the Hellenistic writers are so marked that better results are achieved by drilling the student first in the grammar and vocabulary of the period he desires to study. This has been proven by actual tests in the class room. "Hellenistic proves a far shorter road than the classical grammar. It may fairly be claimed that there is much to be said for a method which, for men who have little time to spare and a great object to attain, reduces to a minimum the initial drudgery of language-learning, and in a few months enables them to read with profit greater books than Plato ever penned." (James Hope Moulton).

An effort is made in this department to familiarize the student with the entire Greek New Testament, so that he will be encouraged, after graduation, to do his general reading in the original. The Septuagint version of the Old Testament is also studied; first, because it, rather that the Hebrew Scriptures, was the Bible of many of the time of Christ, including some of the New Testament writers; second, because it is valuable collateral reading to throw light on the meaning of New Testament Greek words. For this latter reason the Greek writings of the apostolic fathers are also studied. The student may elect four years of this work.

1. B. **Elementary Greek.** Study of Etymology, with daily drill in composition. First semester, 4 hours.

2. B. Elementary Greek. Completion of the study of the paradigms. Composition continued. Reading of the Gospel and Epistles of John. Second Semester, 4 hours.

3. C. The Gospels of Matthew and Mark. Translation word studies, and New Testament Greek Grammar.
First Semester, 4 hours.

4. C. The Gospel of Luke and Apocalypse. Grammar continued. Syntax, Moods and Tenses.
Second Semester, 4 hours.

5 and 6. D. The Septuagint. Translations from Kingdoms, the Psalter, Isaiah, Wisdom of Jesus, and I. Maccabees'. Studies in Sweet's Introduction to the Septuagint, its grammar and history, and the relation it sustains to the Hebrew of the Old Testament and the Greek of the New Testament. (Offered 1917-18). First and second semesters, 1 hour each.

7 and 8. D. Patristic Greek. Translation from the Didache, First Apology of Justin Martyr, selected epistles of Clement, Ignatius, Barnabas, Polycarp, Fragments of Papias, Shepherd of Hermas, with general survey of Patristic Literature until Latin became the official language of the church. (Offered 1916-17). First and second semesters, 1 hour each.

II. COMBINED COURSES IN GREEK AND ENGLISH.

The following courses are open to students of both the Greek and English New Testament. Linguistic work will be offered for those who are prepared, but the instruction will be interpretative to such an extent as to make it profitable for those not familiar with the Greek text.

9. C. Acts of Apostles. A course of interpretation.
(Offered 1916-17). First semester, 2 hours.

10. C. The Miscellaneous Epistles.
(Offered 1916-17). Second semester, 2 hours.

11 and 12. C. The Pauline Epistles and Revelation.
(Offered 1917-18). First and second semesters, 2 hours each.

III. COURSES IN ENGLISH

The purpose of the above and following courses is to equip the student with a thorough knowledge of the English New Testament. It is studied, book by book, and the contents, questions of authorship, date, etc., of each are given careful attention.

Instruction is given by means of lectures and notes on the text, with full references to commentaries, collateral histories, and numerous other works of reference. The best standard authorities have been placed in the library, and the student must consult them in his preparation for the class room. Reports and essays on assigned themes are required.

Text-book: American Standard Revised Version of the Bible.

13. B. The Gospels of Matthew and Mark. The Teachings of Jesus and of the sects of the Jews.

First semester, 3 hours.

14. B The Gospels of Luke and John.

Second Semester, 3 hours.

15. D. The Canon and Text of the New Testament. Discussion of the manuscripts and versions of the New Testament. (Offered 1918-19). First semester, 3 hours.

16. D. The Theology of the New Testament. Discussion of the teachings of the various authors.

(Offered 1917-18). Second semester, 3 hours.

CHRISTIAN DOCTRINE AND APOLOGETICS.

Professor Taylor (in charge).

1. A. First Principles. A statement and discussion of the fundamental teachings of the New Testament.
(Offered 1917-18). First semester, 3 hours.

2. A. The Principles of the Restoration Movement.
(Offered 1917-18). First semester, 3 hours.

3. B. Apologetics. Christianity defensively stated.
(Offered 1916-17). Second semester, 3 hours.

CHRISTIAN MISSIONS

Professor Marshall

A large Mission Study Class is conducted in the University, open to all students. The various mission fields are studied by means of texts and lectures.

1. Africa. Special emphasis is placed upon the work in the Congo Free State. (Offered 1916-17). 1 hour.

2. Japan. The history, religions, and the development of the Christian Missions. (Offered 1917-18). 1 hour.

CHURCH HISTORY AND CONTEMPORANEOUS BIBLICAL HISTORY.

Professor Wellman

The student in Church History must have as a preparation a thorough training in the history of Europe in the Middle Ages.

1. C. General Church History. A careful study of the development of the church, with a close observance of its influence upon the thought and policies of the various periods. For advanced students only.

(Offered 1917-18.) First semester, 3 hours.

2. C. (a) Contemporaneous Old Testament History. A study of the rise and development of ancient nations with special reference to their influence upon the Hebrews.

(b) The New Testament Times. The political history of Palestine and of the Graeco-Roman world.

(Offered 1917-18). Second semester, 3 hours.

OLD TESTAMENT LANGUAGES AND LITERATURE

Professor Taylor

I. COURSES IN LANGUAGE.

Since a knowledge of the Old Testament is necessary to the understanding of the New Testament and since the Old Testament was written in Hebrew, a working knowledge of Hebrew, at least, is necessary to every minister who would be able to use the best commentaries and other reference works.

1. C. Elementary Hebrew. The essentials of grammar are mastered using the inductive method, based on the first eight chapters of Genesis. A part of the text is committed to memory and thorough drill is given in composition. Text books, William H. Harper's Method and Manual, and Elements.

(Offered 1918-19.) First Semester, 4 hours.

2. C_4 **Grammar and Reading.** The work of the first Semester is continued and completed. A wide vocabulary is acquired and further reading is done in the book of Genesis. Text books: Baer and Delitzsch's Hebrew Bible and Davis' Lexicon.

(Offered 1918-19.) Second semester, 4 hours.

3. D. Historical Hebrew. A reading course in Hebrew historical literature, centering on the Book of Samuel, with sight reading in other books; also a review of the Hebrew verb with special attention to the weak verb. Text-books same as in course

(Offered 1917-18). First Semester, 4 hours.

4. D. Hebrew Syntax. Rapid reading is historical Hebrew with a careful study of Hebrew syntax and the thought processes of the Hebrew as revealed in the syntax. Text-book: Harper's Elements of Hebrew Syntax.

(Offered 1918-19). Second semester, 4 hours.

II. COURSES IN ENGLISH

8. A. History of Israel. The rise of the Hebrew Nation and its contact with contemporaneous nations.

First Semester, 3 hours.

9. A. History of Israel. Continuation of 8; a study of the Kingdom of Israel, its power, decline and fall.

Second Semester, 3 hours.

10. C. The Prophets. A study of the prophetical books of the Old Testament, arranged in chronological order; also the prophetical element of the other books, together with the influence of the prophets upon the government and religion of Israel.

(Offered 1917-18). First semester, 3 hours.

11. C. (a.) The Wisdom Literature of the Hebrews. A study of the sages of Israel, their writings, philosophy of life and their part in moulding the conduct of the people.

(b). The Psalter. Classification of the Hebrew lyrics, and interpretation of the material.
(Offered 1917-18.) Second semester, 3 hours.

15. D. Old Testament Theology. A study of the idea of God as reflected in the Literature of the Old Testament.
(Offered 1916-17). First semester, 2 hours.

16. D. Old Testament Theology. Course 15 continued.
(Offered 1916-17). Second semester, 2 hours.

17. B. Old Testament Introduction. Such subects as the text, authorship, canonicity, manuscripts, translations, versons, and languages of the Old Testament are studied.
(Offered 1916-17). Second semester, 4 hours.

PASTORAL THEOLOGY

President McCash

At certain intervals during the year President McCash will give lectures to the young ministers on the office and work of the Christian pastor.

PRACTICAL THEOLOGY.

Harry D. Smith.

I. RELIGIOUS EDUCATION.

1. B. History of Religious Education. A study of the beginning of religious education, leading up to the present status of the work. First semester, 3 hour.s

2. B. Material of Religious Education. A study of the various helps, systems, and literature of the Sunday School.
Second semester, 3 hours.

3. C. Introduction to Philosophy. This is a general course in Philosophy, prerequisite to course 4.
First semester, 4 hours.

4. D. Philosophy of the Christian Religion. A discussion of an attempt (a) to explain religion through nature and man, and (b) to construe Christianity through religion.
Second semester, 4 hours.

5. **Ethics.** A course in the principles of the various schools of ethical theorists.

(Offered 1918-19). First semester, 3 hours.

6. **Psychology of Religion.** A course in Educational Psychology applied to the development of life and habits and moral conduct. (Offered 1918-19). Second semester, 3 hours.

II. HOMILETICS

8. **B. The Science and Art of Preaching.** This work is both theoretical and practical. Text book and lectures are used.

First semester, 4 hours.

9. **B. The Development of the Sermon.** Continuation of course 9. Sermonic masterpieces are studied and sermon outlines are developed by the student.

Second semester, 4 hours.

III. MINISTERIAL WORK.

1. **The Minister.** The work and office of the minister are given careful attention. First semester, 3 hours.

2. **Church Administration.** The Practical phases of church work are discussed, including finance, pastoral oversight, administration of the ordinances, conduct of funerals, marriages, etc. Second semester, 3 hours.

DEPARTMENT FOR CHURCH WORKERS

In connection with the Bible School facilities are provided for the training of Church workers, pastoral helpers, singing, evangelists and Bible teachers in the Sunday School. The demand for trained workers of this character among the Disciples is growing and the University desires to encourage young people to prepare for this new field of Church work. A diploma will be given on completing the following curriculum:

Curriculum for Church Workers.

English Bible, New Testament ----------2 hrs.
History of Teachings of the Disciples of Christ 2 hrs.
Sacred Music and Choral Singing ----------2 hrs.
Solo Singing ----------2 hrs.
History of Missions ----------1 hr.
Bible School Pedagogy ----------4 hrs.
Typewriting ----------4 hrs.

Each student is expected to take 16-18 hours per week, and may elect any of the above studies.

CHURCH EFFICIENCY COURSE

This course is offered to the regular ministerial students of Phillips University the first semester of each year for the purpose of grounding them in the fundamentals of our plea.

The course is so arranged that at three different periods of the semester lectures by the regular professors of the Bible College, assisted by experts from a distance, will be delivered on subjects covered by the text-book. The Fundamentals of the Church: Our Plea; Church Unity; The Duties of the Elders and Deacons; The Apostolic Church; Christian Missions; Church House Building.

SUNDAY SCHOOL EFFICIENCY COURSE

A course similar to the church efficiency course has been outlined for the Sunday School and will be offered during the second semester. There will be lecture sessions of three days each at three different periods of the semester. These lectures will be on Sunday School topics and will be delivered by experts. These will be free to all superintendents and teachers of Sunday Schools as well as all who are preparing to be teachers.

Church finances, evangelism and similar subjects will be treated.

These lecturers are free to the public and are offered especially for the benefit of those who do not expect to preach but do wish to become more efficient in taking care of the churches to which they belong. Every effort will be made to get information of time and subject of lectures to the churches within easy reach of Enid.

Text-book: The Church of Christ.

First Lecture Session, 3 days, October 23-25.

Second Lecture Session, 3 days, December 19-21.

Third Lecture Session, 3 days, January 23-25.

Self Help

Nearly all Ministerial students are compelled to work their way through college in some way or another. It is our purpose to assist such persons in every possible way. For a description of the opportunities offered for self help, see articles on "Matters of Interest to Self-Supporting Students," which will be found on a subsequent page.

Student Preaching

While it would be best for ministerial students to refrain for the most part from preaching until near the completion of the college course, yet in many cases this seems practically impossible. Many students must make their expenses while in school by preaching, or drop out of school and earn money to continue their work or abandon the idea of securing the necessary education. Enid is, fortunately, so situated that it offers excellent opportunities for student preaching. Railroads running eleven different directions bring many churches within reach. There are many churches now without preachers, that can be reached by students going out on Sunday and returning Monday. Students, however, should be modest in their expectations, live economically, and not try to make more than enough to defray actual expenses. As a rule, once every two weeks is as often as a student ought to go away to preach.

The Ministerial Association

This organization consists of all the students of the ministry, together with several members of the Faculty who are ministers. Regular meetings are held and programs are given. Occasionally prominent lecturers are brought to the University under the auspices of the Association.

Note—Every ministerial student is required to join the Association, and attend monthly meetings regularly. This is a condition of receiving the benefit of the special ministerial rate on tuition.

SPECIAL LECTURE.

Dr. Frederick D. Kershner, Cincinnati, Ohio, will give a series of lectures to the Ministerial Students on "The Preacher and Books. Sermonic and Social Literature," covering a period of a week.

Pulpit Supply

No efforts are spared to assist ministerial students to secure work among the churches. To this end, the Executive Committee of the Ministerial Association collects all possible data from the churches needing preachers, and is able to furnish regular work for practically all students who are prepared to preach. The Executive Committee consists of three professors and the officers (students) of the association. Churches needing preachers are invited to correspond with the Dean. At present a large number of competent, experienced men are filling pulpits within a radius of 150 miles of Enid.

Endorsement by the Church.

Every student who desires to take advantage of the Ministerial rates in tuition should brnig with him or her a letter of recommendation from the local congregation in which membership is held. No student will be classed as ministerial whose diligence is not approved, and whose character is not above reproach.

Timothy Club.

This club is composed of a number of ministerial students who find it necessary to reduce expenses to the lowest possible point. A limited number of students can borrow from our loan fund a sufficient amount to cover expense. A number of churches in Oklahoma and Kansas have furnished enough to support one of these young men. This becomes a loan fund. The student agrees to return the money after he is out of school at the rate of $10.00 a month. No interest is charged on this money while the student is in school, but 6 per cent is charged after he leaves school until the money is returned.

Student Activity Fee.

Each student pays an additional fee of $4.00 per semester, which gives him the privilege of gymnasium instruction and free admission to all athletic contests and debates, thus saving him considerable during the year.

Co-operative Club.

There is, in successful operation, a club of ministerial students near the University, where good table board was secured during the past year for $2.75 a week, with reduction of 10 cents per meal missed by those going away on Sundays to preach. Furnished rooms were secured at 50 cents per week, with fuel extra. A similar arrangement, in prices, will be effected during the coming year, if possible.

School of Education

The School of Education

ISAAC NEWTON McCASH, LL. D., President.

SAMUEL H. HORNE, A. M., Dean, Professor of Psychology and Education.

JAMES W. TYLER, A. M., Associate Professor in Education and Psychology.

*ARTHUR F. REITER, M. S., Professor of Physics and Chemistry.

*GUY K. STANTON, A. M., Professor of Biological Sciences.

*ROY WOLFINGER, A. M., Professor of English.

*MAGDALINA STUKEY, A. M., Professor of German.

*FRANK WELLMAN, A. M., Professor of History.

!EDITH TITUS, Ph. B., Instructor in History.

*G. W. TIDD, Professor of Mathematics.

!JOHN C. LAPPIN, A. B., Instructor in English.

!TEMPE E. ALLISON, A. B., Instructor in Latin and German.

!HILMA MILLER, B. S., Instructor in Applied Arts and Home Economics.

!WYNNE E. PLOPPER, A. B., Instructor in Mathematics.

!J. CLIFFORD SHIRLEY, A. B., Instructor in Natural Science.

!WM. L. E. SHANE, A. B., Instructor in English, Education, and Review Subjects.

!ELMER L. SOUTHARD, Instructor in Manual Training.

**CHARLES M. BLISS, Instructor in Music.

JOHN F. MAULBETSCH, A. B., Instructor in Physical Training.

* Professor in College of Liberal Arts.
! Instructor in High School.
** Professor in College of Fine Arts.

Purpose and Method of the School of Education. The Primary aim of the School of Education is to meet the rapidly increasing demand for trained teachers. This training has a two-fold object: (1) To ground the prospective teacher in a thorough knowledge of the fundamentals; and (2) to acquaint him with sound pedagogical principles and with the application of these principles to the growing minds of children.

Now experience has demonstrated these truths: (1) We cannot teach others the things we do not ourselves know; (2) Methods and principles are most easily and naturally acquired in connection with the learning of subject matter. We usually teach as we are taught. Hence it will be the conscious aim of all instructors to employ in class instruction only those methods upon which experience and pedagogical science has placed the stamp of approval. Thus, while the student is acquiring the subject matter, he is also, though unconsciously, perhaps, learning the best methods of presenting it to the growing mind. The importance of this fact to the prospective teacher cannot be overestimated.

The Science of Education. However indispensable a fundamental knowledge of content, and however useful empirical methods of presentation may be, still the true teacher will seek to understand the psychology of the growing child, and will demand to know the laws and principles that underlie the most simple as well as the most complex procedure of the school room.

To meet these demands, then, is the second aim of the School of Education. Hence, instruction will be given in Methods and Management, History of Education, Philosophy of Education, Educational Psychology, General Psychology, School Organization, and such other courses as pertain to this subject of Education.

General Culture Value of Educational Subjects.

But let it not be understood that these subjects are of interest and value to the prospective teacher only; from the standpoint of culture and systematic mental discipline they take high rank with other academic subjects. It is advised therefore that students, even though they do not look forward to teaching, make liberal use of these subjects in choosing electives.

STATE RECOGNITION OF PHILLIPS UNIVERSITY.

The high standard of the work done in Phillips University is shown by the recognition it has received at the hands of the State Boards of Education of Oklahoma and Kansas, by placing it on the list of approved institutions, as witnessed by the following letters:

STATE BOARD OF EDUCATION.

Oklahoma City, Okla., Jan. 16, 1917.

Pres. I. N. McCash,

Enid, Oklahoma.

Dear Sir:

The State Board of Education grants the following recognition towards certification of teachers to Phillips University.

1st. A life High School certificate to graduates who have completed twenty-four hours in education and psychology.

2nd. Special college certificate valid for two years to students of Phillips University who have completed two years of work in the university with the required work in education.

3rd. A State Elementary School certificate valid for two years to students completing one year in the university who have had the work required in education and psychology and have declared their intentions on entrance upon work for such certificates.

4th. Grades made in Phillips University are accepted in lieu of examinations in equivalent subjects on all certificates issued in Oklahoma.

Yours truly,

(Signed) LESLIE T. HUFFMAN,

Secretary.

Topeka, Kansas, April 10, 1914.

Dear Sir:

I am pleased to inform you that at a meeting of the Kansas State Board of Education of this date, your application for the approval of Phillips University was granted, and accordingly the University will be placed on the list of accredited institutions and your graduates will have the privilege of applying for state certificates on the same terms as graduates from institutions in the state.

(Signed) W. D. ROSS,

State Superintendent Public Instruction.

Accordingly, graduates of the College of Liberal Arts in Phillips University who have completed in the School of Education at least twenty-four hours, including psychology, will, upon application to the State Departments of Education of Oklahoma and Kansas, be granted a life High School Certificate.

By an act of the 1917 Oklahoma Legislature, Phillips University is placed on the same basis for Life Certificates as the Normal Schools, making it possible for teachers to get Life Certificates after two years of College and Normal work at Phillips.

High School Normal Training Certificates. The State Superintendent of Education has provided that persons who have finished the High school normal training course in the University High School will be granted a two-year state teacher's certificate good in the public schools of Oklahoma.

Degree in Education.

Students who have received credits for one hundred and forty semester hours, exclusive of the requirements in Physical Training and who have met all the requirements of the College of Liberal Arts for the degree of Bachelor of Arts and who have met all the requirements prescribed by the School of Education will be given both the degree Bachelor of Arts, and Bachelor of Science in Education.

The following courses of study in Education are designed to give to all who are preparing to teach, a general survey of the history, organization, and underlying principles of educational theory and practice. Students pursuing courses in other departments of the university will find it profitable to choose electives from among the following courses.

Some courses are offered only in alternate years; some will be offered every year.

Courses of Instruction.

1C. Philosophy of Education. A discussion of the correlation of modern educational theory and practice in their biological, sociological, and psychological bearings. The chief topics studied are: heredity, habit, memory, volition, the aesthetic nature, judgment, imagination and the so-called culture epochs. First semester, 4 hours.

2C. History of Education. A general survey of the whole field from ancient times to the modern period; including a discussion of the main features of Oriental, Greek, Roman, Early Christian, Mediaeval, Renaissance, and Modern Education. Professor Tyler, Second semester, 4 hours.

3A. Child-Study. A course treating of the development of the child from earliest years of childhood through the preadolescent, and the adolescent periods to maturity. Some of the main topics studied are physical growth and development, relative influence of heredity and environment, instincts and their pedagogical value, intellectual development, etc. First semester, 4 hours.

4A. Educational Psychology. A study of the organizations developed in the nervous system and in the consciousness through school training in the various subjects taught. An investigation of the elements and principles of the learning process, the correlation of studies, motor training, etc. Second semester, 4 hours.

5D. Social Education. A study of Education in its social aspects. First semester, 2 hours.

6C. Organization and Administration of School Systems. A presentation of some of the principles and methods of efficient management and supervision. Professor Tyler, Second semester, 2 or 3 hours.

7B. Technique of Teaching. A study of the principles underlying effective class-instruction. The routine of teaching, and the general principles governing the use of textbooks, securing attention and interest, applying tests, etc. Second semester, 2 hours.

8D. Educational Measurements. A study of statistical methods and their application to school problems. Second semester, 2 hours.

9D. Psychology of the High School Subjects. A study of the psychological principles and mental processes involved in the learning of the subjects of the High school curriculum. First semester, 2 hours.

Professor Tyler will offer General Psychology in the First semester.

COURSES IN METHODS OF TEACHING.

The following courses in special methods of teaching are designed to acquaint young teachers with the growing minds of children. For fuller description of the several courses here listed, see the respective departments.

10. Pedagogy of English. Intended primarily for teachers of English in High schools. See English 17.

Professor Wolfinger.

11. Pedagogy of German. See German 11.

Professor Stukey.

12. Pedagogy of Physics. See Physics 3 and 4.

Professor Reiter.

13. Pedagogy of Chemistry. See Chemistry 1 and 2.

Professor Reiter.

14. Pedagogy of Physiology.

15. Pedagogy of Zoology. See under Biological Sciences. Professor Stanton.

16. Pedagogy of Mathematics. See Mathematics.

Professor Tidd.

17. Pedagogy of History. See History 12.

Professor Wellman.

TEACHER'S CERTIFICATE COURSES.

the student is referred to Courses of Instruction in the College of Liberal Arts, School of Education, High School, and School of Fine Arts.

FOR PRIMARY CERTIFICATES.

1. Arithmetic. A special class will be formed, under the supervision of the Dean of the School of Education, for those teachers who are deficient in this branch, and to afford those who feel the need of it, an opportunity to review.

2. Agriculture. (See High School Natural Science. C.)

3. Domestic Science. (See High School Vocational subjects.)

4. Drawing. (See High School.)

5. Geography. (See High School Natural Science H and I.)

6. History of Education. (See Education 1.)

7. History, Civics, and School Laws of Oklahoma. (See High School E. and F.)

8. Hygiene and School Sanitation. (See College of Liberal Arts, Biological Science 5.)

9. Music. (See College of Fine Arts, Public School Music 1.)

10. Nature Study. (See High School, Botany and Zoology.)

11. Physical Training. (See Department of Physical Training.)

12. Primary Methods. (See Education, etc.)

13. Elementary Psychology. (See High School Psychology A.)

14. School Management. (See High School Ped. B.)

FOR INTERMEDIATE AND GRAMMAR GRADE CERTIFICATE.

In addition to the subjects mentioned above for Primary Certificate, the following are required for the Intermediate and Grammar Grade Certificate:

15. Elementary Algebra. (See High School A. and B.)

16. Civil Government. (See H. S. H. and I.)

17. Composition. (See H. S. English A. and B.)

18. English Grammar. (See H. S. English A. and B.)

19. English and American Literature. (See H. S. English E. F. G. H.)

20. General History. (See H. S. History A. B. F. G.)

21. U. S. History. (See H. S. History of U. S., H. and I. For Oklahoma History and Civics see E.)

22. Physiography. (See H. S. Natural Science, A. and B.)

24. Physics. (See College of Liberal Arts, Physics, 1 and 2.)

FOR HIGH SCHOOL CERTIFICATES.

In addition to the subjects required for the Primary and Intermediate Certificates, the following are required for the High School Certificate:

25. High School Algebra. (See H. S. Math., B. and F.)

26. Plane Geometry. (See H. S. Math., C. and D.)

27. Solid Geometry. (See H. S. Math., G.)

28. Botany. (See H. S. Natural Science I. and J.)

29. Chemistry. (See College of Liberal Arts, Chem. 1 and 2.)

30. English History. (See College of Liberal Arts, History 3.)

31. Philosophy of Education. (See Education 1.)

32. Political Economy. (See Col. Lib. Arts, Political Science, 1 and 2.)

33. Zoology. (See Col. Liberal Arts, Biol. Science 1.)

34. Latin. (See H. S. Latin.)

35. German. (See H. S. German, or College of Liberal Arts, 1, 2, 3, 4.)

36. French. (See College Liberal Arts, French 1, 2 3 and 4.)

University High School

University High School

(Member North-Central Association of Colleges and Secondary Schools.)

FACULTY.

ISAAC NEWTON McCASH, LL. D., President, Phillips University.

WM. L. E. SHANE, A. B., Principal, Instructor in Education and Review Subjects.

JOHN C. LAPPIN, A. B., Instructor in English.

WYNNE E. PLOPPER, A. B., Instructor in Mathematics.

HILMA MILLER, B. S., Instructor in Applied Arts and Home Economics.

JAMES CLIFFORD SHIRLEY, A. B., Instructor in Natural Sciences.

TEMPE ALLISON, A. B., Instructor in Latin and German.

EDITH TITUS, Ph. B., Instructor in History.

*CLAUDE R. NEWCOMB, Instructor in Music.

*JOHN F. MAULBETSCH, B. S., Instructor in Physical Training.

ELMER L. SOUTHARD, Instructor in Manual Training.

* Also instructor in college.

The High School

The University High School covers the work done in the best High Schools whose curriculum embraces four years of instruction. As many students of this school, however, are of mature age, with whom time is an object, there have been exceptional cases in which the four years' work has been completed in three years. Students are advised, however, to pursue four subjects each year, and are discouraged from undertaking more.

Diplomas.

Those who complete successfully the work of the High School are granted a diploma bearing the seal of the University. The diploma stands for the standard of scholarship maintained by the North Central Association. The holder will be admitted to the freshman year of the College of Liberal Arts in the standard universities, without conditions or examinations.

Entrance Requirements.

Students coming from other schools must present at time of entering a certified list of all subjects for which they desire to receive credit. Otherwise, examinations may be necessary. The preparation required of all students for entering the First Year will cover the work of the common schools of the state, including satisfactory completion of the eighth grade.

Requirements for Graduation.

1. English.

(a) Composition ..... 1 unit
(b) Rhetoric ..... 1 unit
(c) English or American Literature ..... 1 unit

2. Mathematics.

(a) Elementary Algebra ..... 1 unit
(b) Plane Geometry ..... 1 unit

3. **Botany** ..... 1 unit
(Zoology, Chemistry, or Physics may be substituted for Botany.)

4. **History** (Ancient History Recommended)..... 1 unit

5. **One Foreign Language**..... 2 units
(Latin, German, French, Greek or Spanish.)

6. **Free Electives,** chosen only from the subjects described in Courses of Instruction.....7 units

Definition of Unit.

A Unit in the University High School is a single subject reciting not less than 36 weeks, four times a week, each recitation being 60 minutes. This is the equivalent of a subject reciting five times each week, each recitation being 45 minutes.

A Half Unit is a single subject reciting as above, but being completed in 18 weeks (one semester).

Two hours of Laboratory work count as one hour of recitation.

The Grading System.

Both credit hours and credit points are used. Eight hours of credit make one unit. The student must complete in a satisfactory manner 15 units or 120 semester hours, and obtain 124 points of credit. (See College of Liberal Arts for details). A sixteenth unit is also required for graduation, with proper grade, on which the points of credit are not reckoned.

Curriculum.

The following curriculum conforms to the requirements of the North-Central Association of Colleges and Secondary Schools.

Subjects.	No. hrs. Per Week.
FIRST YEAR.	
Elementary Algebra, one unit	4
Composition, one unit	4
Physiography and Geology, one unit	4
First Year Latin, one unit	4
Ancient History, one unit	4
Mechanical Drawing, 1-2 unit (two semesters)	4
SECOND YEAR.	
Plane Geometry, one unit	4
Rhetoric and Composition, one unit	4
Bible History, one unit	4
Latin, Second Year, Caesar, one unit	4
German, First Year, one unit	4
Free Hand Drawing, 1-2 unit (two semesters)	4
Modern History, one unit	4
Domestic Science and Art, one unit (recitation and laboratory)	6
Manual Training, one unit	8
General Science, (recitation and laboratory) one unit)	4
THIRD YEAR.	
English Literature, one unit	4
English History and Social Science, one unit	4
Physiology, 1-2 unit (recitation and laboratory)	6
Hygiene and Sanitation, 1-2 unit (recitation and laboratory)	6

German, Second Year, one unit.....4
Latin, Cicero, one unit.....4
Commercial Arithmetic and Bookkeeping, 1-2 unit each..... 4 and 5
Agriculture (recitation and laboratory) one unit..6
Normal Review of Common Branches, one unit....4
Domestic Science and Art, one unit (recitation and laboratory) 6
Oklahoma History and Civics, 1-2 unit.....4

FOURTH YEAR.

Solid Geometry, and Algebra, 1-2 unit each.....4
Botany, one unit (recitation anl laboratory).....6
American History and Government, one unit.....4
Psychology and Pedagogy, 1-2 unit each.....4
American Literature, one unit, or.....4
History of Literature, one unit.....4
Latin, Virgil, one unit.....4

(Choose four units each year.)

Electives from the Commercial Branches.

Not more than two units may be offered from the following: Commercial Arithmetic, Commercial Law, Business Spelling and Correspondence, one-half unit each; Bookkeeping, completed course, one or two units; Stenography and Typewriting, completed course, two units (no credit for either alone).

(Choose four units each year).

Total Electives from Vocational Subjects.

Of the 16 units required for graduation, a total of four units may be chosen from the following. Free-hand Drawing, one-half or one unit; Mechanical Drawing, one-half or one unit; Commercial Branches (see above), two units; Agriculture, one-half or one unit; Domestic Science and Art, one unit; Manual Training, one unit. Credit in Music, Bible, Gymnasium, Normal Review Subjects, second year of Domestic Science or Manual Training is given only on the 16th unit in the regular High School course. Twelve units must be chosen from other than vocational subjects.

Courses of Instruction

APPLIED ARTS AND HOME ECONOMICS.

Miss Miller.

First Year.

A. Mechanical Drawing. Construction of plane figures leading to complicated drawings.

First semester, 4 hours.

B. Mechanical Drawing. Course A. continued with color work. Second semester, 4 hours.

Second Year.

C. Free Hand Drawing. This course teaches observation of form and color, and trains the eye and the hand to work with the mind. First semester, 4 hours.

D. Free Hand Drawing. Continuation of course C. Water color, pastel, and ink work added.

Second semester, 4 hours.

E. Domestic Art. In this course the primary principles of sewing are taught, which include all kinds of stitches, patch work, drafting and cutting of apron patterns, simple dress and domestics. Each student will be required to keep and make an outline note book, presenting each step of work done. Reference work required, with text.

First semester, 2 hours theory and 4 hours laboratory.

F. Domestic Science. This course teaches the primary principles and combinations of cookery, which include the complete study of carbohydrates, minerals and proteins. Experiments are carried out in class to prove each step.

G. Food and Its Preparation. An introduction to the study of foods. Emphasis is placed on methods of preparation and the influence of these methods on structure and general composition of foods. All students are required to provide a wash dress for laboratory work. Cook aprons are made in class. Reference work required in all branches studied. Note book required with text.

Second semester, 2 hours theory and 4 hours laboratory.

H. Advanced Cooking. This is a continuation of Course G, with emphasis placed on skillful manipulation. Demonstration cooking and serving for large and small groups are included.

Advanced courses in Home Economics will be offered.

EDUCATION.

Mr. Shane.

A. Psychology. An elementary course in psychology is open to High School students in the fourth year. Text, Colvin & Bagley's Human Behavior, supplemented by assigned readings in other authors. First semester, 4 hours.

B. Pedagogy. A course in methods and management. Courses A and B should be taken by all who are preparing to teach. Second semester, 4 hours.

C. Normal Review of Common Branches. This course embraces a review of six weeks each of the following subjects: Penmanship and Spelling, Reading, Physiology and Sanitation. First semester, 4 hours.

D. Course C Continued. Review of Arithmetic, Grammar and Geography. Second semester, 4 hours.

APPROVED HIGH SCHOOLS.

The state laws of Oklahoma authorize the State Superintendent to issue teachers' certificates to teach in the common schools of Oklahoma for a period of two years, to graduates of High Schools approved by the State Superintendent.

Required Subjects.

"(a) Normal training courses shall be elective and must be given in the eleventh and twelfth grades. Graduates of this course must complete at least 16 high school units which shall include the units prescribed by the University.

"(b) The Normal Training Course shall consist of at least one-half unit in Psychology; one-half unit in the science of teaching; one full unit in American History and Government; one full year's work in Agriculture with laboratory and demonstration work giving special emphasis to school gardens and practice, not to be offered earlier than the eleventh grade, provided that in cases where this arrangement is found to be impossible, Agriculture may be offered in the tenth grade; not less than one full unit in Domestic Science for girls and not less than one full unit in Manual Training for boys to be given during any year of the high school course; and one full unit in review courses of six weeks each, to include the following subjects in the order listed: Penmanship and Spelling, Reading, Physiology and Sanitation, Arithmetic, Grammar, and Geography. It is preferred that two units of Domestic Science or two units of Manual Training be required."

General Requirements.

"(a) Regular students above the tenth grade or graduates of any high school shall be eligible to take this course. All high school graduates must be certified by the school graduating the student.

(b) The City Superintendent is required to certify under oath on blanks which will be furnished by the State Superintendent the courses completed by each applicant for a certificate, with the standing on a basis of 100 per cent.

(c) No certificate will be issued to an applicant unless recommended by the City Superintendent as being a person having the essential qualifications of a teacher, which recommendation shall be indicated on the face of the certificate when issued." (Extracts from "Outlines of Requirements for Normal Training, High Schools," Etc.)

ENGLISH.

Mr. Lappin.

*** Assistant.**

First Year.

A. Composition. The beginning of High School English. Careful review of Advanced Grammar, exercises in oral and written composition required. Classics: "Quentin Durward," "Lady of the Lake," "Hiawatha," and others chosen by the instructor. New Practice Book—Hitchcock.

First semester, 4 hours.

B. Course A. Continued. Classics: "Twice Told Tales," "Vision of Sir Launfal," "Merchant of Venice," and others chosen by the instructor. Second semester, 4 hours.

Second Year.

C. Rhetoric. Thorough drill in composition and the principles of Rhetoric. Classics: "Tale of Two Cities," "Rise of Silas Lapham," "Idylls of the King," and others suitable for class study and discussion. Themes, both oral and written, required at least twice a week. Text, "New Composition and Rhetoric," Herrick and Damon. First semester, 4 hours.

D. English C. Continued. Classics: "Macbeth," "Sketch Book," "Childe Harold," and others as assigned.

Second semester, 4 hours.

Third Year.

E. English Literature. Chaucer to Pope. Classics chosen by instructor to suit the class standing, according to College entrance requirements, from Milton, Tennyson Browning, Byron, Wordsworth, and others. Text, "English Literature," Long. First semester, 4 hours.

F. English E. Continued. Pope to Kipling. Classics chosen from Carlyle, DeQuincey, Lamb, Hazlitt, Shakespeare, and Johnson. Second semester, 4 hours.

*To be supplied.

Fourth Year.

G. American Literature. John Smith to O. W. Holmes. Classics chosen from Brown, Mather, Hawthorne, Poe, Longfellow, and Lowell. Text, "American Literature," Long.

First semester, 4 hours.

H. English G. Continued. Classics from Whittier, Bryant, Lanier, Clemens, Van Dyke, Hale, Howells, Emerson and Riley. Second semester, 4 hours.

I. History of American Literature. An introduction to American Literature with careful study of classics and special attention to history of words, growth of vocabularies, sentence structure, figures of speech, and versification. Notes, compositions and assignments. Text, "Modern English," Krapp. First semester, 4 hours.

J. History of English Literature. A systematic study of English authors including thorough treatment of simple selections. Notes, compositions, criticisms, and assigned readings. Text, "American and British Authors," Blaisdale.

Second semester, 4 hours.

(**Note.**—Credit is given for only four units of English in the first 15 units).

GERMAN.

Miss Allison.

First Year.

A. First German. Text, Allyn and Phillipson's A First German Grammar. A study of the essentials of German by the conversational method. Emphasis laid on speaking the language. First semester, 4 hours.

B. Continuation of Course A. Allyn and Phillipson completed. Reading of Till Eulenspiegel Stories.

Second semester, 4 hours.

Second Year.

C. Second German. Allyn and Phillipson's Easy German conversation used as text. Emphasis placed on spoken German. Thomas' Practical German Grammar used for intensive study of German Grammar.

First semester, 4 hours.

D. Continuation of Course C. Reading of Storm's Immensee, Wilderbruch's Das Edle Blut, and Zschokke's Der Zerbrochene Krug. Study of conversation and grammar continued. Second semester, 4 hours.

HISTORY.

Miss Titus

Mr. Shane

First Year.

A. Ancient History. A course with special reference to the history of Greece, with an introductory study of the more ancient nations. Text, West's Ancient World

First semester, 4 hours.

B. Ancient History. History of Rome, and chief events of the early Middle Ages, down to the death of Charlemagne (814). In courses A and B the student is required to prepare historical outlines and maps, and to read about 300 pages of collateral. West's Ancient World completed.

Second semester, 4 hours.

Second Year.

C. Old Testament History. A general survey of the books of the Old Testament, with emphasis placed upon the history of Israel. Text, The American Revised Bible with selected helps. First semester, 4 hours.

D. New Testament History. A general survey of the books of the New Testament, with special study of the Life of Christ and the Apostolic Age.

Second semester, 4 hours.

E. Mediaeval and Modern History. European history from the death of Charlemagne. Text, West's Modern World. First semester, 4 hours.

F. Modern History. European history continued to the present time. Required reading 300 pages of collateral material, historical outlines, and map analysis. West's Modern World completed. Second semester, 4 hours.

Third Year.

G. English History. A short course in English history, giving a general survey of the subject. First semester, 4 hours.

H. Social Science. An introduction to the study of sociology. Second semester, 4 hours.

I. Oklahoma History and Civics. This is a teachers course intended to meet the requirements for teachers' certificates. First semester, 4 hours.

Fourth Year.

J. American History and Government. Text, Channing's Student's History of the United States, and Ashley's American Government. This work must not be taken before the third year, and the student is advised to take it during the fourth. First semester, 4 hours.

K. American History and Government. Course J completed. Second semester, 4 hours.

LATIN.

Miss Allison.

First Year.

A. First Latin. Text, Inglis and Prettyman's First Book in Latin. A study of Latin Grammar as an introduction to following courses in Caesar. Special emphasis given to relation of English to Latin in derivations and root meanings of words. First semester, 4 hours.

B. Continuation of Course A. First Book in Latin completed. Prose composition. Second semester, 4 hours.

Second Year.

C. Caesar's Gallic War. Books 2 and 3. Johnston and Sanford's text. Bennett's Latin Grammar and Latin Writer. First semester, 4 hours.

D. Continuation of Course C. Caesar, Books 1 and 4. Grammar and Prose Composition Study continued. Second semester, 4 hours.

Third Year.

E. Cicero's Orations Against Catiline, 1-4. D'Ooge's Selected Orations used as text. Grammar and Prose Composition based upon reading. First semester, 4 hours.

F. Cicero's Orations. Poet Archias and Manilian Law. Grammar and Prose Composition continued. Second semester, 4 hours.

Fourth Year.

G. Virgil's Aeneid Books 1-2. The study of Latin Poetry and Meter. First semester, 4 hours.

H. Virgil's Aeneid. Books 4-6. Continuation of Course G.

MANUAL TRAINING.

Mr. Southard.

A. A course in beginning woodwork; tools, uses, names of parts, adustments, care of and sharpening; joints in wood construction and their application; construction of furniture and finishing, notebook; work at bench.

Mechanical Drawing. A course in the use of drawing instruments, construction of geometrical figures, lettering; working drawings. Text for drawing to be selected by Instructor. First semester, 8 hours.

B. Course A. continued. Second semester, 8 hours.

MATHEMATICS.

Mr. Plopper.

First Year.

A. Algebra. Fundamental operations, factoring, fractions, and an introduction to simple equations. Text: Slaught & Lennes, "Complete Algebra." First semester, 4 hours

B. Algebra. Simple and simultaneous equations, involution, theory of exponents, radicals, and quadratic equations. Text, Same as A. Second semester, 4 hours.

Second Year.

C. Plane Geometry. Rectilinear figures, circles, proportional lines and similar polygons. Logical sequence of thinking, and accuracy of expression will be emphasized. Text, Wentworth-Smith's Plane Geometry. First semester, 4 hours.

D. Plane Geometry. Comparison and measurement of polygons, regular polygons, and circles, and a complete review of the entire subject by the demonstration of original propositions. Text, Same as C. Second semester, 4 hours.

Third Year.

E. Commercial Arithmetic. A strong course in advanced arithmetic; the study of the fundamental principles of arithmetic with special emphasis laid upon the application of these principles to the solution of practical business problems. Prerequisites, courses A. B. C. D. First semester, 4 hours.

F. Bookkeeping. The theory and practice of bookkeeping with its application to the commercial world—banking, business-practice, etc. Second semester, 4 hours.

Fourth Year.

G. Solid Geometry. Lines, planes, polyhedrons, spheres, and original propositions. Text, Wentworth-Smith's Solid Geometry. First semester, 4 hours.

H. Algebra. Ratio, proportion, variation, progressions, imaginary and complex numbers, inequalities, variables and limits, binomial equations, logarithms, undetermined coefficients, determinants and graphic algebra. Text, Slaught & Lennes' Complete Algebra. Second semester, 4 hours.

MUSIC.

Mr. Newcomb.

The course in music for the high school is designed to give the student the practical knowledge of music, to enable him to read at sight and to prepare him to teach such music as is used in the average grade and high schools.

A. Sight Singing. Names of keys and how designated by the signature. Solfeggio. Interval reading. Sound relationship. Modulation. Time. Rhythm. Notes. Rests. Major and Minor scales. First semester, 4 hours.

B. Solfeggio, continued. Sight reading of simple music Chord building. Text used, Popular Method of Sight-singing by Frank Damrosch. Second semester, 4 hours.

NATURAL SCIENCE.

Mr. Shirley.

Laboratory. For general science work, the High School is well equipped. A large room is devoted exclusively to laboratory work. The equipment consists in prepared natural specimens, slides, high power microscopes, casts, charts, manikin, etc. A good skeleton also is available.

First Year.

A. Physiography. The earth as a member of the solar system; its form, size, movement; the origin, development, and classification of land forms and their casual relations to social and economic conditions. Observational work required.

First semester, 4 hours.

B. Physiography. An easy text in elementary geology is used showing the structure of the earth's crust, origin of mountains, islands, coral reefs, glaciers, etc. The class room work is supplemented by field excursions in order to place the student in contact with the most common geological phenomena. Texts: Shaler and Heilprin. Note-book and drawings required. Second semester, 4 hours.

Second Year.

C. General Science. This course includes a general survey of science. In addition to the text, laboratory experiments will be conducted in physical and biological sciences.

First semester, 4 hours.

D. General Science. Continuation of course C. A full note book is required in these courses.

Second semester, 4 hours.

Third Year.

E. Physiology. An intensive course with full laboratory work. Note books and drawings required. Text: Martin's Human Body, (briefer course), supplemented by Conn and Buddington's Advanced Physiology.

First semester, 6 hours.

F. Hygiene and Sanitation. A course in applied Physiology and Hygiene. Laboratory and observation work, and note book required. Second semester, 6 hours.

G. Agriculture. This work is designed to meet the state requirements for teachers. Text and reference works will be used. Practical demonstrations in laboratory and field garden. Full note book required.

First semester, 6 hours.

H. Agriculture. Continuation of course G.

Second semester, 6 hours.

Fourth Year.

I. Botany. A life history of various types of plants, selected from the principal groups. Study of roots, stem and leaf, buds, branches, flowers, pollination, seeds, various groups of algae, fungi, lichens, mosses and liverworts. Text: Bergan and Caldwell. First semester, 6 hours

J. Botany. The pteridophytes, gymnosperms, angiosperms, flowering plants, timber, plant breeding and ecology.

Second semester, 6 hours.

Note.—In the laboratory classes about two-fifths of the time will be devoted to recitations, and three-fifths to experimental work in the field and laboratory. A careful note book will be kept by the student, with drawing and notes of all original work.

PHYSICAL TRAINING.

Mr. Maulbetsch.

First Year.

A. Elementary Course for Boys. Work in the Gymnasium, consisting of tumbling, parallel bars, trapeze, rings, Indian clubs, dumb bells, military, etc. Foot ball, basket ball, base ball or track work may be substituted for this course. First semester, 2 hours.

B. Course A. Continued. Second semester, 2 hours.

C. Elementary Course for Girls. Drills, marching, Indian clubs, dumb bells. Basket ball teams will be organized, also other indoor games will be played.

First semester, ? hours.

D. Course C. Continued. Second semester, 2 hours.

Second Year.

E. Advanced Course for Boys. More complicated work will be offered, based upon Courses A. and B. Lectures on various health problems. First semester, 2 hours.

F. Course E. Continued. Second semester, 2 hours.

G. Advanced Course for Girls. More complicated work in the gymnasium, based upon courses C. or D. Lectures on various health problems by lady instructor.

First semester, 2 hours.

H. Course G. Continued. Second semester, 2 hours.

The College of Fine Arts

I MUSIC
II ORATORY
III FINE ARTS

College of Fine Arts

FACULTY.

ISAAC NEWTON McCASH, LL. D., President.

CHAS. M. BLISS, Dean, Professor of Voice, Composition, Instrumentation, Ear Training and Harmony.

REIN DYKSTERHUIS, Professor of Violin and Ensemble.

CLAUDE R. NEWCOMB, Professor of Voice, Public School Music, Sight Reading and Director of Chorus.

*CHAS. J. WING, A. B., Mus. B., Professor of Organ, Counterpoint, Harmony, Ensemble, Pedagogy, Form, and Analysis.

MAUDE BLISS, Professor of Piano and Theory.

BERTHA E. McCAFFERTY, A. B., B. O., Professor of Oratory, Expression and Dramatic Art.

*MAGDALINA STUKEY, A. M., Professor of Modern Languages.

*ROY WOLFINGER, A. M., Professor of English.

INA LOGAN-HARMON, Instructor in Piano.

HILMA MILLER, B. S., Instructor in Art.

**————————Band Instructor.

*Professor in College of Liberal Arts.

**To be supplied.

College of Fine Arts

(Special catalogue of the College of Fine Arts mailed upon request.)

The College of Fine Arts has its own building in which is located the Dean's Office, Teachers' Studios, Class Rooms, and Practice Rooms.

The College consists of the following schools:

1. MUSIC.

2. ORATORY.

3. ART.

I. MUSIC.

Courses Offered.

(a) Work in Theory of Music, piano, voice and violin, leading to degree, Bachelor of Music.

(b). Graduate work in piano, voice and violin for those who desire to make public performance a specialty.

(c). Preparatory work in piano, voice and violin.

(d). Work in Orchestral and Band Instruments.

THE COLLEGE.

Entrance Requirements.

For entrance to the regular courses in the College of Fine Arts the student should have a diploma from an approved High School. When the student is deficient in these requirements, he is permitted to pursue his studies in the Fine Arts, and at the same time make up his literary deficiencies in the University High School.

Literary Requirements.

A standardized high school course is recommended as the basis for instruction in the School of Music. The student, however, is permitted to substitute electives for certain required high school units. The following are required. English, 3 units; Algebra, 1 unit; History, 1 unit; One Foreign Language, 3 units; Psychology, 1-2 unit; Elective, 7 and 1-2 units, other than music.

I. PIANO AND THEORY.

The importance of thorough study in the Theory of Music is emphasized in all departments. The pursuance of the following courses, combined with full time in Piano or Organ leads to graduation. The theoretical requirements for graduation in Voice and Violin are slightly less than in Piano.

Certificate Course.

(First Year.)

Ear Training, Theory, History of Music, Rehearsals and Lectures.

(Second Year.)

Ear Training, Harmony, History of Music, Appreciation, Interpretation, Pedagogy and Ensemble, Public Playing, Acoustics.

(Third Year.)

Harmony, Rehearsals and Lectures, Interpretation and Ensemble, Musical Form and Analysis, Strict Composition, Appreciation of Music.

Diploma Course.

(Fourth Year.)

Counterpoint, Composition, Individual Public Recital, Interpretation, Practice Teaching, Ensemble.

Graduate Course, With Degree B. M.

(Fifth Year.)

Canon and Fugue, Instrumentation and Orchestartion, Composition, Interpretation, Public Recital.

II. ORGAN.

The School of Fine Arts of Phillips University has added to its equipment and increased its capacity for the development of its students, by placing an Organ in the auditorium. This Organ is a product of the Moller Organ Company of Hagerstown, Maryland.

The Organ is called the "King of Instruments." It places within the power of one person musical effects that are otherwise unattainable, without the combined efforts of many performers on various instruments. While orchestral effects are possible, the highest purpose of the organ is not to imitate the orchestra. Many of the greatest masterpieces of musical literature were produced for the organ and as the instrument has developed, many composers of the Modern School have devoted their attention entirely to composition for this instrument. The fascination of the study of the organ cannot be realized until experienced. The possibilities of color effect through the combining of the stops are unlimited and the art of registration remains a life study of constantly increasing interest. The need of trained organists for the churches is a well recognized fact. Two courses are offered providing for training of the reasonable work of Church or Concert Organist.

Certificate.

(First Year.)

Maunal and Pedal Technique, Art of Registration, Mechanism and Construction of the Organ, Harmony, Transposition, Ear Training, Acoustics, History of Music.

(Second Year.)

Ear Training, Harmony, Modulation, Counterpoint and Composition, History of Music, Musical Form and Analysis, Accompaniments, Choral Study, Recital.

(Third Year.)

Canon and Fugue, Composition, Instrumentation, Interpretation, Accompaniments, Improvisation, Concert Technique and Repertoire.

III. VOICE.

The acme of beautiful musical expression is found in artistic singing. In no form of music is early training of such paramount importance as in the development of the voice, for here you must not only acquire the technique of the instrument, but the instrument itself must be moulded and guided in its growth to maturity.

Voice Training.

Correct breathing and placement of tone, and the application of right habits form the basis of all instruction, the result is an easy flowing, resonant and beautiful tone. Careful attention is paid to the requirements of each individual student.

Interpretation and Repertoire.

Students are taught to portray through the voice, the varying sentiment and emotion indicated by the poetic and dramatic moods of the text. Strict attention is given to tone color, phrasing, enunciation and rhythm.

The best examples of the German, French, Italian, Russian, English and American schools,—also standard Oratorio and Operatic excerpts are carefully studied and prepared for public presentation.

IV. VIOLIN.

1. Preparatory. Manner of holding the violin and bow, easy exercises in bowing and fingering. Selections from Meerts and De Beriot's Violin School, also Schraedieck's Technical Studies. Sevick's Violin School, also Schraedieck's Technical Studies. Sevick's Schule der Violin Technik and the first two books of Kayser Op. 20. Major Scales (two octaves). Easy pieces in first and third positions. Special attention is given to acquiring a proper method of holding the bow and to the quality and breadth of tone.

2. Intermediate. Schraedieck's Technical Studies and Sevcik's Schule der Violin; Technik Completed: Kayser Op. 20, Book III; Kreutzer Etudes, Major and Minor Scale and two octave Arpeggios. Solos by Bohm, Wieniawski, DeBeriot, Dances and others. Sonatas and the easier concertos of Viorti, DeBeriot, and Kreutzer; also practice in ensemble.

3. Advanced. Etudes, Kreutzer, Rode, Duets, Trios and Quartettes; Selected Solos; Sonatas, Concertos by Bach, Handel, Beethoven, Mendelssohn, Spohr, Viotti, Rhode, DeBeriot, Wieniawski, Grieg and others.

PREPARATORY DEPARTMENT.

The work of this department is especially designed to suit the musical needs of children. This work is given in the down town studio. Children have the privilege of receiving a musical education from the very beginning through the Post Graduate Course. At the completion of the work required each child will receive a Certificate of Admission which will entitle him to pass into the College of Fine Arts proper, with instruction at the University. The work is equivalent to the work of the public schools and is connected as closely to the College of Music as the public school is to the high school. Pupils completing the work in the Preparatory Department are able to enter the College of Music.

V. DEPARTMENT OF WIND INSTRUMENTS.

Preparatory. Manner of holding instrument, exercises in fingering and correct breathing. Drills in sustaining tones.

Intermediate. Minor and Major scales, correct tonguing, ear training Otto Langey tutors.

Advanced. Selected solos, duets, trios and quartettes. Special training in double and triple tonguing.

Phillips Band. The Phillips band is one of the largest and best organizations of its kind in Oklahoma. This band gives two special public concerts every year, featuring classical and high grade music from the most noted composers. The band is always ready to furnish music for any function given by the University where band music is desired. All

students who are proficient on any band instrument are admitted to this band. It is required that all band members shall attend at least three-fourths of the band rehearsals, otherwise they will not be allowed to appear in any public engagement.

Beginners' Band. There will be annually organized a beginners' band for the benefit of those who wish to become more proficient on the various band instruments. Members of this organization will be promoted to the Phillips band as fast as they become eligible.

Sight Reading.

Scores of young men and young women with good voices might obtain remunerative positions in church choirs if they were able to read music readily. Instruction is given that enables the student to read music at sight, alone or in parts without the aid of an instrument.

Public School Music.

A course in public school music is part of the preparation demanded by many states of their teachers. The course we offer covers the teaching of Primary, Grammar and High School Music, also the work of the Supervision of Music, and is practical and thorough,—offering a complete solution of the problems of the teacher of music in the public schools.

Church Music.

Special attention will be given to those desiring to prepare themselves for work as church musicians either as choir singers or evangelists. Practical experience can be secured under the very best possible supervision.

Special Advantages.

Not less important than class-room instruction is the opportunity of hearing good music. Recitals by members of the faculty and visiting artists form a valuable feature of each year's work. The annual Spring Festival with its Concerts by a visiting orchestra and assisting artists and the presentation of one of the great Oratorios by the University Choral Society is the most important Musical event.

Student Recitals.

Students will be given every opportunity to appear in public as soon as they evidence the ability to acquit themselves with credit to themselves and to the college. These weekly recitals are a great advantage to the students in gaining self-control and ease in public appearance and gives them an opportunity to become acquainted with a far greater number of musical compositions than they can study individually. Public recitals are given throughout the year.

Organizations.

The University Orchestra, Band, Choral Society and Glee Club afford excellent experience in ensemble wo k, as well as providing splendid musical entertainment for various University festivities. The various choirs in Enid, some of which are under the direction of members of the faculty of the College of Fine Arts, offer opportunity to students to obtain experience in church choir work.

Concert Bureau.

The College of Fine Arts is prepared to supply talent or provide entire programs for recitals and concerts at very reasonable rates.

Beginners.

Beginners will be received in any department. More advanced students will be assigned to the grades for which they are qualified. Students are, however, allowed perfect freedom in their choice of teachers. Enrollment may be made at any time, although it is preferable that students enter at the beginning of the term.

II. ORATORY AND DRAMATIC ART.

The purpose of the School of Expression and Dramatic Art is to train the student to arrive at a right understanding of literature and the appreciation of its spirit and essence, to inspire in him the constant endeavor to embody this, to reveal it, to reflect it, to train the voice and body to become transparent to this spirit and essence.

Junior Year.

Prerequisite, High School diploma.

I. Philosophy of Expression.

II. Expressive Movement.

III. The Speaking Voice.

IV. Public Speaking.

V. Masterpieces.

VI. Modern Dramatists.

VII. Preparation for Public Reading.

VIII. Impersonation.

IX. Diction and Interpretative Forms.

X. Pantomine.

Junior Year. Course A.

1. Philosophy of Expression. Discovery of principles in Expression. Text book.—Leland Power's "Talk of Fundamentals of Expression".

2. Expressive Movement. Freeing exercises. Significance of carriage, attitude and movement. The walk. Poise. Office in expression of the head, torso, arms, hands and legs.

3. Speaking Voice. Fundamental work for freeing and developing the vocal instrument and rendering it responsive to thought and emotion. Basic principles of voice production, voice placing, deep breathing, control of breath, vowel forming, consonantal articulation, development of vocal range, intonation, inflections, melody of speech. Special attention given to the correction of individual faults.

4. Public Speech. The aim of this course is to cultivate in the student a facility and forcefulness in presenting his own thoughts of others.

5. Masterpieces. Shakespeare: "The Taming of the Shrew", "Merchant of Venice", Tennyson: "The Coming of Arthur," "The Lady of Shalott." Kipling: Short Poems.

6. Modern Dramatists. Lecture course on lives and plays of Bernard Shaw, John Galsworthy, Charles Rann Kennedy, Arnold Bennett and Haneick Ibsen.

7. Preparation for Public Reading. In this course the student is encouraged to discover his own individuality and point of view, and taught to have command over his agents of expression. The major part of the first year is devoted to fundamental problems. A portion of the time each week is devoted to drill on selections of the student's individual choice, and these selections are presented at a weekly morning recital in which all students of this department participate.

8. Impersonation. The students are trained in the delineation of the elemental types of character and the representation stage. The prescribed text of this course is William Winter's edition of "The Taming of the Shrew".

9. Diction and Interpretative Forms. The monologue, the lyric, the ballad.

10. Pantomine. Adaptation of Expressive Movement to depict scenes. Fundamental moving picture work.

Senior Year. Leading to B. O.

Prerequisite, Course A.

I. Philosophy of Expression.

II. Expressive Movement.

III. The Speaking Voice.

IV. Masterpieces.

V. Preparation for Public Reading.

VI. Impersonation.

VII. Stage Art and the Mechanism of Staging plays.

VIII. Normal Course.

Second Year. Course B.

1. Philosophy of Expression. Continuation of Junior Year. Work more psychologic and philosophic.

2. Expressive Movement. Universal laws of expression applied to expressive movements of the body. Mind activities manifested in facial expression. Significance of facial zones. Economy in expression. Development of complex situations.

3. The Speaking Voice. Vocal technique. Philosophy of vocal expression. The application of principles to interpretation and normal work.

4. Masterpieces.

The Bible.

Shakespeare's "Twelfth Night," "Much Ado About Nothing."

Browning: "Saul", "My Lost Duchess", "Love Among the Ruins", and other short poems.

Tennyson: "Guinevere", "The Passing of Arthur", "Lancelot and Elaine".

Modern Poetry: Alfred Noyes, John Morsefield, Rabindranath Tagore.

5. Modern Dramatists. Exhaustive study and presentation of plays of modern dramatists studied in Junior year.

6. Preparation for Public Reading. Students allowed more latitude in their choice of selections, more time devoted to drill in these selections, in addition to the informal weekly recitals in which students are given regular opportunities to read. Public recitals are given in which all members of the class take part.

7. Impersonation. Scenes with any number of characters may speak. Drill work—Shakespearian texts. Student encouraged to select for himself a play representing his individual choice. Much time devoted to preparation for public presentation.

8. Stage Art and the Mechanism of Staging Plays. The geography and terminology of the stage. Problems in balance and perspective. Scene, property and electric light problems. Every student must work out the necessary business and furnish the information for the staging of a one-act play.

9. Normal Course. Pedagogy of expression. Methods of teaching reading in the Grade and High Schools. Practice teaching in voice, body, interpretation and the science and art of public speaking.

Post Graduate Year. Leading to M. O.

Prerequisite. Courses A. and B.

I. Impersonation.

II. Stage Art.

III. Masterpieces.

IV. Normal Work.

1. Impersonation. Work in preparing programs for platform work. Requirements—two modern plays and one miscellaneous program.

2. Stage Art. Student must work out business, and lighting effects and assist in the staging of a three or more act play.

3. Masterpieces. Shakespeare: "Hamlet", "Macbeth", "Romeo and Juliet," Shaw: "Man and Superman."

4. Normal Work. Preparation to teach Shakespeare, Tennyson, Browning and Modern Dramatists.

III. ART.

Art, Theory, Practice, History, Drawing and Painting, Plan of Work.

The work in art is planned for those who desire art as a profession or an accomplishment, and for those who apply drawing to their scientific work, or public school teaching. The time has come when drawing is recognized as a necessity

for the successful study of botany, zoology, and sciences generally, and for teaching in public schools.

The special object is to cultivate the powers of observation and representation, to form and color, so that the student may lay a correct foundation for future work in art lines.

Courses.

Courses in the following lines of work will be offered. The regular course, including preparatory work to students who have had no previous art training. Mechanical drawing, free-hand pencil work, pastel, water and pen and ink work. A special course is offered in pastel, water, oil and German wood-work.

China decoration, which includes several months in the design class. This work couples realistic, conventional and semi-conventional. All work in the art department is fitted to meet the direct wants and needs of the individual student.

Equipment.

The art department has two beautiful, well lighted and well ventilated rooms, one for work and one for display of work done. There is an atmosphere of beauty and refinement in the surroundings which is very conducive to true art-culture. The studio is well provided with plaster casts, still-life models and reproductions of masterpieces for study, water color studies in color, china models done in all the prevailing styles of Ceramic decoration, hundreds of designs, to be used or studied by the students, and two revelation kilns at the command of the department for firing purposes.

Hours of Work.

One lesson consists of three hours' work with all necessary help and criticisms during that time. To complete a course in any branch of art, the History of Art will be required. One afternoon each week will be devoted to this study by means of lectures and assigned readings.

Exhibitions.

The best work of the student will be exhibited every month when visitors will be invited to inspect it. At this time collective criticism of the students' work will be given, with recognition of good work by honorable mention.

Diplomas and Certificates.

A diploma will be conferred in the Ceramic department upon those students who have put in three years study, and proves themselves competent to handle every phase of the work including a knowledge of firing and the management of the kiln. (One year of this work must be done in Phillips.)

A diploma in the department of water color, will be granted upon the completion of a prescribed course. and a course in the history of art.

Students who have completed the prescribed course in Art, but who have not fulfilled the Literary requirements, will be granted certificates of proficiency. For the full diploma, however, graduation from a first class high school or the equivalent, is required.

Due credit will be given in this department to students who have studied under efficient teachers elsewhere.

Summer Session

Summer Session

Summer Session, 1917.

The Third Annual Summer Term of Phillips University will open Monday, June 4. Students will register and classes will be formed on this date. Collegiate subjects taken for three hours semester credit will be taught daily throughout the term. High School subjects taken for four hours semester credit will be taught nine times per week. Collegiate subjects taken for five hours semester credit will recite twice daily. The final examinations will be held Saturday, July 28th.

This summer session offers opportunity for high school students to earn two half units during eight weeks, of six days each. College students may earn a maximum of nine semester hours credit. Teachers may have their grades substituted "in lieu of an examination on any teachers' certificate." Graduates of high school normal courses do work which will be credited in place of an examination when the time comes to have their certificates renewed.

All work done will be of standard character and credits earned may be transferred to other high schools and colleges if so desired.

Expense.

The price of board, room, and tuition for the summer session of eight weeks is $40.00. This price is considerably below the actual expense of attending most other summer schools of the state. Tuition for the term will be $10.00. These prices include the lectures and entertainments that form a part of the summer session program.

Courses Offered.

The strong faculty and equipment of Phillips University make it possible to offer any high school or college course for which there is sufficient demand. In addition to these regular courses special review courses in the grades will be given to prepare teachers for certificates.

There will be classes formed in Home Economics, Sight Singing, Teaching of Public School Music and Playground Supervision, Agriculture, and other courses of especial value to teachers.

Lectures.

Another reason for the increasing popularity of the Summer Session, is the lecture course, closely linked with the Summer School idea. It is the custom at this time to secure the attendance of lecturers and educators of prominence, who bring entertainment, instruction, and inspiration to the student body.

Phillips is especially fortunate in securing for the Summer Session speakers of wide reputation.

Among them are:

Dr. A. E. Winship, Editor "Journal of Education," Boston.

W. A. Brandenburg, Pres. Manual Training Normal, Pittsburg, Kansas.

A. W. Taylor, Prof. Social Service, Missouri State University.

R. H. Wilson, State Supt. Public Instruction, Oklahoma City.

Dr. Stratton D. Brooks, Pres. University of Oklahoma, Norman, Oklahoma.

W. D. Ross, State Supt. Public Instruction, Topeka, Kan.

Dr. F. W. Blackmar, Dean, Graduate School, Kansas University.

Mrs. Hattie Moor Mitchell, Dean of Women, Manual Training Normal, Pittsburg, Kansas.

Dr. D. W. Ohern, State Geologist, Norman, Oklahoma.

J. W. Tyler, Supt. Public Instruction, Garfield County Enid, Oklahoma.

Pastor J. W. Darby, Tulsa, Okla.

Supt. E. D. Price, Supt. Enid Schools.

Pastor W. S. Priest, Wichita, Kan.

Dr. H. E. Van Horn, Oklahoma City.

Geo. F. Dennis, Supt. Public Instruction, Noble County, Perry, Okla.

A. F. Reiter, Dean, Liberal Arts College, Phillips.

Music.

Mr. Chas. M. Bliss, Dean, College of Fine Arts, will be assisted by Mrs. Charles M. Bliss, instructor in piano, and Prof. Rein Dyksterhuis, instructor in violin. Both these teachers belong to the regular teaching staff of the College of Fine Arts, and no better opportunity for the study of music can be had in Oklahoma during the summer, than will be offered here.

The entire Fine Arts building will be at the disposal of the summer session. This building contains a large, well lighted Theory room, with ample blackboard specially ruled for classes in Harmony and Counterpoint. Cool and well ventilated teaching rooms for private lessons, and practice rooms with pianos for student practice. A two manual Pipe Organ in the chapel for use at the assembly hour is also a part of our equipment.

Special and Helpful Features.

Talks on Community Music, Musical Appreciation, Recitals and Lectures on General Musical Topics will add zest and enthusiasm to the summers' work.

EXPENSES.

Tuition, 8 weeks (6 days each)	$10.00
Board at Athenian Hall, per week	3.00
Rooms at Athenian Hall, per week	1.00
Incidental fee	2.00

A special price of $40.00 for Board, Room and Tuition, if paid in advance.

TERMS.

For the session a special rate will be given, as follows:

Piano, two half hour lessons per week	$16.00
Piano, one half hour lesson per week	9.00
Voice, two half hour lessons per week	16.00

Voice, one half hour lesson per week..... 9.00

Violin, two half hour lessons per week..... 16.00

Violin, one half hour lesson per week..... 9.00

Harmony, Counterpoint, History of Music in class, two lessons per week, each..... 5.00

Full course in Theory, (in class)..... 15.00

A Teachers' Information Bureau will be conducted with the Summer School. The aim of which will be to help teachers secure suitable positions. This will be without cost to the teachers.

Registration ..... June 4.

Closes ..... July 28.

University Hospital and Training School

University Hospital and Training School

BERTHA STARK, Superintendent, Instructor in Training Department for Nurses.

RUBY TAYLOR, Superintendent of Surgical Department.

ANNA MAY LINDELL, Head Nurse, Instructor in Bed-side Nursing.

LECTURES.

S. N. MAYBERRY, M. D.

J. H. BARNES, M. D.

G. A. BOYLE, M. D.

J. W. BAKER, M. D.

W. H. McKENZIE, M. D.

A. L. McINNIS, M. D

JULIAN FEILDS, M. D.

L. W. COTTON, M. D.

C. E THOMPSON, M. D.

J. R. SWANK, M. D.

B. T. BITTING, M. D.

J. H. HAYS, M. D.

For nine years we have been running in connection with the University, a first class Hospital and Training School.

This department is the beginning of the contemplated Medical College of the University. It is the intention of the University in the near future to offer the first and second years in medicine, and the management has already negotiated with some of the best institutions of medicine and surgery for the purpose of securing recognition of our first and second year course.

The great advantage of such an arrangement to young men of limited means is manifest, as the University can certainly offer the first two years in medicine at much less expense than can a regular medical college.

University Hospital is a beautiful structure of brick and stone, three stories, had originally thirty-five rooms, and was so constructed that it could be easily enlarged. A small addition has recently been added.

The building is modern in every respect, having the hot water system of heating, spacious halls, fine ventilation and plenty of light and sunshine.

It is scientifically equipped and served by a full corps of training nurses. In connection with the University Hospital there is, in successful operation, a training school for nurses.

The past year has been a very successful one for the Hospital, and its usefulness and influence are being extended far and wide.

In the construction and management of the institution no means or pains have been spared to make it strictly first class and today we are proud to say that University Hospital has one of the best hospitals and training schools in the state.

Training Department.

A regular course of lectures on all branches required by the state law is given.

Diplomas are issued from this department at its regular commencement exercises.

Qualifications for Admission.

For admission to the training school, girls must be in good health, 20 years of age, have common school education plus one year in high school or the equivalent, and good moral character. At the end of sixty days' probation, if found worthy of this vocation she will be retained. All pupils are under the control of the management and every care is taken for their comfort and health.

Arrengements have been made so that nurses can pay their way, so no money is required in order for one to take the Nurses' Course.

Hospital Service and Equipment.

Ambulance. The hospital has an auto ambulance. This ambulance is especially adapted for bringing in patients from a long distance in the country, or for transporting those who are too sick to ride on a train. It is equipped with electric heater, reclining chair, or bed.

Everyone who is interested in Phillips University should be interested in the University Hospital and Training School.

We ask the support of all ethical physicians as well as the public at large.

Cases Admitted.

All regular hospital cases are admissable, both surgical and medical, except contagious diseases.

We are prepared to do all X-Ray and Laboratory work. Prices for this work are reasonable.

For further information, address,

S. N. MAYBERRY, Chief Surgeon, Enid, Okla.

General Information

General Information

1.—Location.

Enid, the County Seat of Garfield County, is an ideal College city. It has a population about equal to Ann Arbor, Michigan, the seat of that State's University. It is the greatest railroad center in Oklahoma, being 87 miles north of the State Capital and 91 miles South of Wichita, Kansas, on the trunk line of the Rock Island. Enid is surrounded by the most prolific wheat region of the state.

Garfield County is the banner thoroughbred live stock county in Oklahoma.

The people of Enid are an intelligent, progressive class of citizens who appreciate learning and culture. The recent discovery of rich pools of oil is making the city wealthy.

Enid has the distinction of having Government Springs. Seven varieties of water flow from the earth in the Government Park, a beautiful resting place in the limits of the city. The city is supplied with an abundance of clear, healthful water. Chemical analysis gives it first rank in healthfulness. It is brought to the surface from unfailing wells. No contamination from alkali or vegetable matter affects it. No city of its size has a record of greater healthfulness.

2.—Examinations.

All students are required to take the examinations or tests that come during the last week or ten days of each semester, and those receiving a satisfactory grade will be passed. Those who, in the judgment of the instructor, should have passed, may be marked conditioned and be permitted to take a second examination. But in no case will the examination be given later than the beginning of the first semester of the following year. After this date all conditions will be marked failures. And the courses must be repeated if credit is desired, the same as though a failing grade had been received at first.

3.—Entering or Leaving Classes.

While large liberty is allowed to students in the selection of studies, yet deans and principals must pass upon the studies selected before the student enters classes. When once the student has enrolled in any class he is not permitted to drop out without the consent of his dean or principal.

4.—Amount of Work.

Sixteen recitation hours per week give the average student sufficient work. But two additional hours may be taken by strong students who have had good preparation. Not more than eighteen hours can be taken without the consent of classification committee and then only on condition that the additional hours be dropped in case the work is not satisfactory to the professors. Students desiring to take less than fifteen hours must also get the consent of the classification committee.

Students taking work in the special schools will be required to regulate the amount of their literary work by the amount of special work done.

5.—Limitations in Enrollment.

The maximum number of hours of enrollment in which students may participate in the activities of the University shall count as follows.

Y. M. C. A. or Y. W. C. A. President, 1 hr.; Secretary 1 hr.

Literary Society, President, 1 hr.; Secretary, 1 hr.

Athletics, for each credit hour, 2 hrs.; Bus. Mgr. 2 hrs.

Editor of the Annual, 2 hrs.; Bus. Mgr.2 hrs.

Editor of the Slate, 2 hrs.; Adv. Mgr. 2 hrs.

Self support, full, 2 hrs.; less than full, 1 hr.

Oration (contest), 2 hrs.;

High School, 2 hours to 4 hours. Counts 1-2 unit.

High School, 5 hours or more, another 1-2 unit.

6.—Private Examinations.

Students who may, for any reason, fail to complete the work of a term in any study, may secure a private examination in such study, provided the teacher in charge is willing to give it. A fee sufficient to compensate the teacher for his extra trouble must be paid.

7.—Removing Conditions.

All conditions must be removed by special examination, or otherwise, on or before the beginning of the first semester of the following year; otherwise they will be marked failures.

8.—Advanced Standing.

Students who wish to take advanced standing may do so by presenting satisfactory grades or statements from High Schools and higher institutions of learning, of good standing. When such grades or statements are not available the student may receive entrance examinations.

9.—Credits Needed for Classification.

For Freshman ranking 15 High School units.

For Sophomore ranking, 31 semester hours.

For Junior ranking, 62 semester hours.

For Senior ranking, 93 semester hours.

For Graduation, 124 semester hours.

10.—Terms of Admission.

Students coming from other Institutions are expected to present evidence of honorable dismissal.

Graduates of high schools accredited either by the State Universities or by the North Central Association of Colleges and Secondary Schools are entitled to Freshmen ranking.

All students entering for the first time must present a complete statement of all work done above the 8th grade, certified by the principal of the school attended in order that they may be properly classified.

Students must complete the work of the semester or make arrangements that are satisfactory to the professors before taking up the work of a subsequent semester.

11.—Chapel Attendance.

Students are required to attend chapel. The time spent in chapel is of great value and the earnest student will feel that he cannot afford to miss the advantage to be gained.

12.—Regularity in Attendance.

Students should make it the rule of their school life to be very regular in attendance at recitations and all the required exercises of the school. Irregularity makes satisfactory progress impossible. The missing of even a few recitations detracts seriously from the students standing.

13.—Reinstatement.

Students will be allowed three absences from each class without discredit. Three absences from any one class after allotted three allowable absences will require re-instatement of the student. A fee of $1.00 will be charged for such re-instatement in the University. A fee of 50c will be charged in the high school.

14.—Correspondence Work.

Correspondence work is of two kinds: (a) that meant for credit; and (b) that not meant for credit.

Before being enrolled for a course meant for credit, the student shall supply credentials for classification as if in residence. If the student does not wish credit he may enroll for any course he is prepared to carry.

The maximum credit per semester for correspondence work is regularly nine semester hours.

Credit for correspondence courses of classified students will be recorded upon approval by a committee consisting of the deans and the principal of the high school.

Courses not meant for credit may be credited at some future time upon examination. The student will be given a certificate statement of the completion of such courses with grade by the instructor giving the course.

Resident students may not be enrolled in correspondence courses while being in residence work.

Beginning or elementary courses will be presented by definite lesson assignment with necessary instruction for its preparation and test questions upon each lesson.

Advanced courses may be taught informally by furnishing the student a skeleton outline of the subject together with a bibliography. The student must furnish evidence of the satisfactory completion of the subject by reports, examination and such other evidence as may be required.

The above regulations concerning classification, enrollmnt, and credit shall apply also to literary courses taken in private, or partly in private and partly by correspondence.

Each credit hour for non-resident work shall represent three to four hours per week of preparation by the student.

Students taking work in private recitation shall recite at least 30 minutes weekly throughout the semester for each hour of credit.

We have no published list of courses offered in private or by correspondence, but inquiry is solicited from those interested in doing such work.

Fee, $3.50 per semester hour.

15.—Graduation and Diplomas.

All candidates for graduation must make formal application for graduation accompanied by the graduation fee at the time of their enrollment for their last semester's work. It must be endorsed by each dean or principal in whose department conditions for graduation are to be satisfied, naming all courses still required to be completed before graduation.

The graduates of any of the colleges and schools receive the University diploma upon the payment of the prescribed diploma fee.

Special certificates are granted to those completing regularly formulated shorter courses.

Those completing the work of the High School receive a diploma which is equivalent to that granted by the best High Schools.

16.—Conditions of Admission.

(1.) The required tuition fee must be paid in advance.

(2.) A course of study must be selected with advice and consent of the dean or principal of the school, sufficient for constant and vigorous work.

(3.) Students of opposite sex must room in separate homes.

(4.) Rooms in Athenian Hall, the Girls' Dormitory, should be engaged in advance. A deposit of $3.00 should be made at the time of reservation. That sum will be credited on the first payment made for the room.

(5.) Non-resident girls will room in the Athenian Hall, unde the immediate oversight of the teachers and Dean of Women. They may, however, by special permission, room with relatives or in private homes, for purposes of self-board.

If the Anthenian Hall will not accomodate all of the young ladies, special arrangements will be made for rooms in private families where several can room together, accompanied by lady teachers.

(6,) Young ladies rooming in Athenian Hall will not be permitted to move out except on permission of the parents and the President. In such case they will not be permitted to take their meals at the Dormitory or be entitled to a refund of monies paid on room and board. Removal from the Dormitory does not take away the necessary restrictions governing young lady students away from home. The management of the University will exclude any whose conduct or manner of living is subversive of a Christian Institution.

(See article elsewhere on ladies room out.)

(7.) Young men will be permitted to select their own rooming place, subject to the approval of the faculty.

17.—Time to Enter.

The best time to enter is at the beginning of the semester or as near the beginning as possible. Students may, however, enter at other times, but it will be attended with disadvantages.

Students Met at Trains.

Students coming to Enid to enter Phillips University, on notifying the President of the time and train of their arrival, will be met and taken to the dormitory or places of rooming.

18.—Non-faculty Instruction.

In order to retain standing and secure credits or degrees, students enrolled in the University must take their training in the departments and courses offered by the institution.

19.—Bureau of Recommendations.

A Bureau of Recommendations for the purpose of locating Phillips students in desirable positions is maintained.

1. EXPENSES.

Tuition and room rent are payable by the term in advance.

Tuition.

For Semester, Eighteen Weeks.

College of Liberal Arts	$25.00
College of The Bible	10.00
School of Education	25.00
High School	20.00

Fees.

For Semester, Eighteen Weeks.

Student Activities, Including Gymnasium	$4.00
Chemistry	3.00
Zoology	2.00
Botany	2.00
Physics	1.00

Diploma Fees.

College of Liberal Arts	$5.00
College of Fine Arts	5.00
Training School for Nurses	5.00
University High School	3.00
Certificates	2.00

Late Enrollment.

An additional fee of one dollar will be charged those who enroll after the regular enrollment days. This fee for late enrollment does not apply to students enrolling in the University for the first time.

Special Concessions to Ministerial Students.

1. Ministerial students are charged but $10.00 tuition per semester, for a grade of instruction that otherwise is listed at $25.00.

2. All ministerial students must become members of the Ministerial Association, an organization which labors for the mutual welfare of its members. The fee is 50c paid once a year.

Special Students.

Special students will pay for one subject in any of the departments of the College of Liberal Arts, $9.00 tuition per semester. For two subjects $17.00 and for three or more, $25.00.

In the High School special students will pay for one subject $7.00; two subjects $13.00; and for three or more $20.00 per semester.

SCHOOL OF FINE ARTS.

Term of Nine Weeks.

(The University semester of eighteen weeks is divided into two terms of nine weeks each.)

Piano.

With Mr. Wing.

2-30 minute lessons per week	$22.50
1-30 minute lesson per week	13.50
Class lessons (Three in class.)	
1-60 minute lesson per week	7.50

With Mrs. Bliss.

2-30 minute lessons per week	$18.00
1-30 minute lesson per week	10.00

With Mrs. Harmon.

2-30 minute lessons per week	$9.00
1-30 minute lesson per week	5.00

Voice.

With Mr. Bliss.

2-30 minute lessons per week	$22.50
1-30 minute lesson per week	13.50
Class lesson (Three in class.)	
1-60 minute lesson per week	9.00

With Mr. Newcomb.

2-30 minute lessons per week	$18.00
1-30 minute lesson per week	10.00
Class lessons (Three in class.)	
1-60 minute lesson per week	6.00

Violin.

With Mr. Dyksterhuis.

2-30 minute lessons per week	$18.00
1-30 minute lesson per week	10.00
Class lesson (Three in class.)	
1-60 minute lesson per week	6.00

Organ.

With Mr. Wing.

2-30 minute lessons per week	$27.00
1-30 minute lesson per week	13.50
Class lesson (Three in class.)	
1-60 minute lesson per week	9.00

Theory.

Counterpoint, in class	$6.00
Interpretation, in class	6.00
Composition, in class	5.00
Instrumentation, in class	5.00
Ear Training, in class	5.00
Pedagogy, in class	5.00
Harmony, in class	5.00
Public School Music, in class	5.00
Ensemble	2.00
Sight Reading	2.00
Use of practice piano, one hour per day	2.50

Instruction is free in all branches not to be found above. Ten per cent reduction is given on theoretical work when more than one study in theory is carried by regular students. Regular students, that is, students carrying full work in any department, may carry one literary subject in the University without additional charge.

ORATORY AND EXPRESSION.

Term of nine weeks.

1-60 minute lesson per week ..... $ 6.00

Class Lesson (Three in Class.)

1-60 minute lesson per week..... 9.00

SCHOOL OF ART.

Term of nine weeks.

Full time (all day) for one term.....$20.00
Two hours a week (private lessons) for one term..... 12.50
Pastel, Water Color, Crayon, Cast Drawing, Cartoon, Illustration, Craft Course.
Class lessons, (3 hours each) 2 lessons per week.....$15.00

Normal Art Course.

Class lessons (3 hours each) 5 lessons per week.....$15.00

Ceramics.

1 hour a week for one term.....$ 6.50
2 hours a week for one term 12.50

History of Art, Artistic Anatomy.

Class lessons (1 hour each) 1 lesson per week..... 5.00

REDUCTIONS.

Students taking double work in one of the special schools, of Music, Art or Oratory, will receive 10 per cent discount. Students taking full time in a special school are given one subject free in the High School, College of the Bible, or College of Liberal Arts. No reduction to students taking one special department and a literary course

BOARDING DEPARTMENT.

Rent at Athenian Hall.

Per Semester.

Rent at Athenian Hall; one in a room.....$30.00
Rent at Athenian Hall; two in a room, each..... 20.00

One person may occupy a room whenever there are rooms to spare by paying one-half more room rent.

The above prices include heat, light and care of Lady Principal.

Occupants furnish their own bedding and linen.

Good rooms can be had by young men in private homes near the University from 75 cents to $1.25 per week.

Meals served in the dining room at the Athenian Hall to both ladies and gentlemen. Price $3.00 per week.

Room and board in private homes can be had from $4.00 to $5.00 per week.

2.—SOME QUESTIONS CONCERNING EXPENSES OFTEN ASKED.

1. Do you refund tuition when students leave school before the close of the term?

No monies paid for tuition or room and board will be refunded after the first week. In cases of extreme illness a due bill for the unused amount will be issued, and entitles the student to its use in subsequent semesters.

2. Are there any extra expenses.

Students must pay for their laundry, books and school room stationery. Books and stationery are invariably sold for cash.

3. What are students who room in Athenian Hall expected to furnish?

Students rooming in Athenian Hall are required to furnish their own rugs, curtains, sheets, pillow cases, blankets, comforts, towels, table napkins, napkin ring, a hot water bottle and a supply of simple medicines; also a knife, fork, spoon and glass to be used in room in case of sickness.

4. Does it cost more to send a student to Phillips University than to a state school?

We believe a student who is willing to economize can go cheaper here than to the average state school. Our co-operative form of boarding saves more than the average cost of tuition and our students are free from the expenses incident to school clubs, fraternities and sororities to which students in most state schools are subject.

3.—SUNDRY MATTERS OF INTEREST.

1.—Young Ladies Required to Room in Athenian Hall.

We require all young ladies from a distance to room in the Athenian Hall except in such special cases as the faculty may approve. Young girls need the most careful oversight. We employ a competent Dean of Women who gives her whole time to the care of the young ladies. Their health is properly cared for. Much attention is given them along social and domestic lines. In short, if parents hold us responsible for their daughters when they sent them to our school, they must place them under our oversight and control.

Young ladies will not be permitted to spend the night out in the city. They will be permitted to go to the country only on written consent of their parents or guardian and only then at the discretion of the Dean of Women.

As the rate of board and room is already at a minimum, no reduction will be allowed for any part of a weekly absence during the term, unless arrangement is made at the beginning of the term for regular absences.

All students are required to attend church and Sunday School on Sunday. The place of worship is left to the parents.

2.—Time to Arrive.

Students should not arrive until a day or two before the term opens. They can do nothing but get settled in their rooms and this requires but little time. If students arrive several days before the term opens, having no employment they are apt to get homesick.

3.—Visiting Home

Students who go away from home for the first time naturally get homesick. Parents are cautioned against allowing their children to visit home under those circumstances as that only aggravates the trouble. The best way to cure homesickness is to stay away from home until the trouble is over, which usually requires only a short time.

4.—Spending Money.

Students need very little money beyond what is required for tuition, board and books. Many parents make a serious mistake in this matter. Inexperienced boys and girls are very poor judges of the amount of money they ought to spend and some fritter away considerable sums in worse than needless ways. The less money students have to spend the better off they are at school.

5.—Advantages for Self-Supporting Students.

Object.—The primary object of this department is to open the door of opportunity to a deserving class of young people who have been deprived of the privilege of education by lack of funds. The distribution of this work and the securing of jobs is in the hands of a competent committee.

There is no more desirable class of students than the young men and women who are ambitious for an education, and who have to depend upon themselves to secure it. They go to school, not because they are sent, but because it is their desire to do so, and they know the value of time. It will be the policy of Phillips University to assist in every way possible this worthy class of young people. We are glad to announce the following possibilities open to self-supporting students.

6.—Forms of Work.

We will try to throw as much work into the hands of the students as possible. Some forms of janitor work can be placed in their hands. Monitor service and dining room work can also be done by students to some extent, and in a prosperous city like Enid, different kinds of work can be found that students can do.

7.—Rules Governing Organizations.

All organizations of students attending Phillips University must have their charters, constitution and by-laws approved by the president, faculty and board of trustees.

8.—Organizations.

(1.) The Churches of Enid. Enid is well supplied with churches. Nearly all of the leading Christian bodies are represented.

(2.) Student Volunteer Band. We believe that the University should inculcate the Missionary spirit. We have a number of young men and women who are preparing themselves for service in the foreign field. They have organized a "Student Volunteer Band." They hold regular meetings for the purpose of deepening their interest in the work.

(3.) Mission Study. Large classes in Mission Study have been maintained here. The various foreign fields have been studied and discussed. During the coming year the work will be continued under competent leaders.

Library. A good missionary library is being rapidly built up. It receives substantial additions every year.

Museum. A good start has been made toward a missionary museum. Idols, curios, etc., from Africa, Japan, and other countries have already been received.

Friends of Missions are solicited to present books and curios to Phillips University, as good use will be made of them by the Mission Study Class.

(4.) Y. M. C. A. and Y. W. C. A. The University has provided good quarters for these organizations. Large beautiful rooms have been placed at their disposal for their exclusive use. These rooms are in the Library Building.

We place a high estimate on the work of the Y. M. C. A. and the Y. W. C. A. This work is undenominational in character. Its object is to promote spiritual growth and earnest, consistent Christian life. Bible class work is especially valuable.

(5.) **Ministrial Association.** A ministerial association composed of students preparing for the ministry has been formed. Much can be accomplished by discussing themes relating to church work, delivering sermons and writing papers on practical church problems.

(6.) **The University Band.** A band has been organized, and is doing good work. New students who own instruments are requested to bring them when they enter the University. A competent instructor will train a band to a high standard of efficiency.

(7.) **Literary Societies.** There are two Literary Societies well organized and doing efficient work. Good programs, literary and musical, are given each Monday evening. The Societies seek to broaden the interests of students to promote college spirit; to give practical experience in public speaking and general literary work. Any student may join one of these societies.

9.—Debate.

Phillips University easily leads the State of Oklahoma in debating contests. Of the twelve debates held with other institutions our teams won nine. Six Cup Debates have been held, and Phillips has won all. Great interest is manifested in these contests.

10.—The Slate.

A publication by and for the students of the University is published monthly throughout the school year. This is a highly creditable publication and deserves wide circulation. Subscription, $1.00 per year.

11.—Athletics.

Believing that physical exercise is essential to mental development and that healthful sports tend to increase college loyalty, the teachers of the University will at all times encourage the student to participate in college sports and exercises for the purpose of building up the physical man. The young women will have daily exercise. The young men have organized an athletic association, and much interest is being taken in outdoor sports.

12.—Military Drill.

Phillips University has had in the last semester, Military Training for all young men who are contemplating enlistment, or for physical development. Credits are given for such drill in lieu of gymnasium work. Military drill is offered under a Military Drill Master for the semesters of 1917-1918 with credit.

13.—Expenses at a Minimum.

This educational enterprise is in no sense a money-making scheme. It is benevolent and philanthropic in the finest sense. To this end the expenses will be kept to the lowest possible point. Until the institution is fully endowed tuition fees in all departments must necessarily be charged, but they are made as low as possible.

14.—Discipline.

Discipline proceeds upon the assumption that we are dealing with gentlemen and ladies who are actuated by high motives and lofty ideals. We do not treat students as children, but rather as young men and women who are responsible, in large measure, for their own conduct. We do not burden them with many rules, but expect each one to be a law unto himself, because he has arrived at that age when he is governed on the high ground of principle. The few regulations that we have are intended chiefly as reminders of matters of propriety that grow out of our community life as a University, that might otherwise be overlooked, even by well meaning students.

Phillips University always exercises due care over the habits and morals of students. It expects success to lie rather in co-operation with students than in the exercise of arbitrary control over them. Students in the college and in all the schools of the University are under the same general regulations.

The Dean of Women will give general and individual attention to women students and will consult with them in any matter concerning their welfare. It is the judgment of the University authorities that men and women room in different homes. All women students are requested to communicate with the Dean of Women and obtain her approval before engaging rooms.

15.—Morals.

It is not an uncommon thing for a student to retrograde morally while he advances intellectually. We will make it our business to care for the character of students as well as for their instruction in a literary way. We will aim to guard the morals of the students by wholesome advice, wise counsel and by throwing around them proper restraints.

16.—The Aristocracy of Merit.

In the University the rich and poor meet together on a common level. Character and conduct, not clothes and money, determine the student's standing. The self-supporting student holds as high a place in the regard of his fellow students as the student who is lifted above the necessity of physical labor while in college. The management discourages class spirit and makes the University truly cosmopolitan in its social temper.

17.—A Word to Teachers.

Teachers.—All teachers are required to report at the University at least one day before the opening of the term, so that they may be ready to welcome new students and consult with them concerning their class work. During the first few days of each term all teachers are expected to be in their class rooms during the entire day so as to be readily accessible to students. It is furthermore required that all teachers remain until the last day of each term, and to hold the students in their work until the close. If some classes close the work before others it has a tendency to demoralize the school.

18.—A Word to Students.

The earnest, faithful student will receive every encouragement. Labor for yourself, work for your school and be helpful to your fellow students, and you will never lack friends.

ENDOWMENT AND OTHER FINANCIAL ASSISTANCE.

(1.) Endowment a Necessity. There is no institution of higher learning that can run permanently and successfully without endowment. Normal schools or schools that appeal to a very large constituency and offer but a limited range of study, can be supported on tuition. But for a

college or university to be thus supported is manifestly impossible. The character and size of the faculty required, the costly equipment necessary, and the wide field of elective study that must be offered in this day make the expenses so great that they cannot be met by tuition fees without lifting education out of reach of four-fifths of the young people of our country. An endowment or its equivalent in some form must consequently be provided.

We hope that the friends of this work will feel that an obligation rests upon them to place the school upon a solid basis, giving it an income from endowment sources adequate to meet its requirements. Every friend of education in the great Southwest should count it a joy to have fellowship in such a work as this. A like opportunity for investing money for the Lord's work has seldom been offered.

(2.)—Needs of the University.—The income from permanent endowment is not yet sufficient to bear the current expenses. Besides, the needs of the University are increasing every year. Before the school can in any adequate measure meet the opportunities and demands that are falling to i its permanent endowment must be very materially increased. This endowment can be built only by the beneficence of the friends of the school.

Bequest of Personal Property.

(To be inserted in a will of legal form.)

I, give, grant and bequeath unto Phillips University, located in the County of Garfield, in the State of Oklahoma, the sum of..... Dollars (if in money) or (if not in money) the following described personal property, to-wit: (insert description) to be managed and controlled by the trustees or other legal custodians of the funds of said University.

Devise of Real Estate.

(To be inserted in a will of lagal form.)

I, give, will and devise unto Phillips University, located in the County of Garfield, in the State of Oklahoma, the following described real estate, to-wit: (insert description,) with all the rights and appurtenances thereto belonging, to have and to hold the same forever, with the right to control, sell, convey or otherwise dispose of the same as the trustees or other legal custodians of the University may see fit.

The committee of the Men and Millions Movement has appropriated $275,000 to Phillips University. The most of this will probably be paid in within two or three years, and will be used exclusively for endowment.

3.—Help for Our Library.—We invite the attention of our friends of education who would like to see high grade work done in Phillips University, to the opportunity offered of doing a most valuable thing for hundreds of worthy young men and women by making a liberal donation to the library fund of the school. It is hard to see how a few hundred thousand dollars could be invested to better advantage.

Why will not some person take the library for his special work put in two or three thousand volumes to begin with, allowing us to select the books in such a way as to meet the wants of the various departments, and then add to this year by year a few hundred volumes until a great library shall be built up? Why will not some church take up this work as its specialty? We will gladly name the library for the church or person who will undertake the work.

What People of Large Means Can Do.

Do you ask what you can do in a financial way to help this great work?

Perhaps the following enumeration may suggest the answer. You can do one or more of the following things:

(1.) Give a large sum for permanent endowment. Every friend of the school should have a part in this to some extent.

(2.) Adopt the library as your special work.

(3.) Establish one or more of the laboratories.

(4.) Erect a building for the High School.

(5.) Be one of the fifty persons to give $100 per year for five years to equip and support this school.

What People of Limited Means Can Do.

(1.) Give a small sum for permanent endowment.

(2.) Give some of your time in some helpful form of work.

(3.) Be one of a large number to give in sums ranging from $5 to $50 per year for five years.

What Preachers Can Do.

(1.) Encourage your church to make an annual subscription to the work.

(2.) Urge your church to observe educational day every year; preach a sermon on education.

(3.) Send your young people to the school.

(4.) Occasionally visit the school and kindle your enthusiasm by seeing the great work in progress.

(5.) Distribute the literature that may be sent to you from time to time.

(6.) Send in lists of names of prospective students.

(7.) Use your influence to induce the young people of your acquaintance to attend the school.

(8.) Speak good words for the school and pray earnestly and constantly for God's blessing upon it.

Entreaty.

We entreat you by the mercy of God and the love of your fellow men, do not let a year go by without doing something for this great work.

Prayer.

"May the beauty of the Lord our God be upon us, and establish Thou the work of our hands upon us; yea, the work of our hands establish Thou it."

Register of Students

Graduate Students.

Andrews, Hal E. (A. B. Phillips, 1916) ..... Kansas
*Barley, Samuel H. (A. B. Phillips 1916) ..... Oklahoma
Burris, Alfred H. (A. B. Phillips 1916) ..... Oklahoma
Chatt, Orville (A. B. Phillips 1913) ..... Nebraska
Curtis, Roy (A. B. Phillips 1916) ..... Oklahoma
Donaldson Louise (A. B. Transylvania 1914) ..... Kentucky
*Engle, N. Ferd (A. B. Phillips 1915) ..... Oklahoma
*Gibble, James N. (A. B. Phillips 1916) ..... Oklahoma
Lappin, John C. (A. B. Phillips 1913) ..... Oklahoma
Marshall, Elma (A. B. Phillips 1915) ..... Oklahoma
*Palmer, William I., (A. B. Phillips 1915) ..... Oklahoma
*Sater, Archie G., (A. B. Phillips 1916) ..... Oklahoma
Snare, Raymond, (A. B. Phillips 1916) ..... Kansas

*Candidate for the degree A. M., 1916-'17.

THE COLLEGE.

Seniors.

Beeley, Helen ..... Kansas
*Burt, Melissa ..... Oklahoma
Chatt, Pearl M. ..... Oklahoma
Cleveland Austin ..... Oklahoma
Ford, Grayce ..... Oklahoma
*Grider, Gertrude ..... Oklahoma
Harmon, Mina ..... Oklahoma
Harp, Russell ..... Missouri
Heaton, Ina ..... Oklahoma
Jacobs, Violette ..... Oklahoma
Marshall, R. C. ..... Kansas
McCafferty, Bertha ..... Oklahoma
Munger, Reuben B. ..... Oklahoma
*Nolan, Amelia ..... Oklahoma
*Reiter, Rosa ..... California
Rossman, George ..... Minnesota

*Will receive degree at close of Summer session, July 28, 1917.

Rossman, Vera Jacobs..... Oklahoma
Shelton, Edith..... Oklahoma
Shirley J. Clifford..... Oklahoma
Thies, Herman R..... Oklahoma
Yelderman, Robert B..... Oklahoma
Young, W. Earl..... Oklahoma

Juniors.

Anderson, Chancey S..... Oklahoma
Collins, Hanna Theressa..... Oklahoma
Collins, Olive L..... Oklahoma
Gilmore, Max..... Oklahoma
Graham, Ada..... Oklahoma
Heck, Jessie..... Oklahoma
Lappin, V. Pearl..... Oklahoma
Lounsbury, Lawrence L..... Oklahoma
Lumpkin, Gladys C..... Oklahoma
Manley, Page..... Oklahoma
Martin, Elmer W..... Oklahoma
Mothersead Gladstone B..... Oklahoma
Perry, Ralph..... Oklahoma
Peters, Leone..... Oklahoma
Richards, F. M. T..... Oklahoma
Shoemaker, Elsie..... Oklahoma
Smith, Myrtle Cunningham..... Oklahoma
Stauffer, T. S..... Oklahoma
Strauss, Arthur..... Oklahoma
Thompson, Marion..... Ohio
Towel, William R..... Oklahoma
Turner, J. Walter..... Oklahoma
Watson, J. Allan..... Kansas

Sophomores.

Aikins, Sam..... Oklahoma
Bliss, Mildred..... Oklahoma
Botts, Adolph..... Oklahoma
Browning, Robert L..... Missouri
Connor, Maude..... Oklahoma
Cooper, Emelene Mendell..... Oklahoma
Dalke, C. L..... Oklahoma
Davis, E. A..... Illinois
Eakin, Maude..... Kansas
Ely, Gladys..... Oklahoma

Erickson, Varner ..... Oklahoma
Estill, Zollie ..... Oklahoma
Fauley, Leon ..... Kansas
Fewkes, Alma Lydia ..... Arkansas
Funk, Mrs. Corda V. ..... Oklahoma
Gibble, Lloyd E. ..... Oklahoma
Gibbs, Newton ..... Oklahoma
Gordon, Bernice ..... Oklahoma
Harle, E. Glenn ..... Missouri
Homan, Glenn J. ..... Oklahoma
Howard, Chas. R. ..... Australia
Hoyt, Vera ..... Oklahoma
Manley, Vera ..... Oklahoma
Milligan, Harry ..... Oklahoma
Morgan, Mabel ..... Oklahoma
Munger, Ruth ..... Oklahoma
Musser, William ..... Oklahoma
Palmer, Minnie ..... Oklahoma
Rathbun, Edwin R. ..... Kansas
Rossman, Maurice ..... Minnesota
Shockley, Irene ..... Oklahoma
Smith, Christy ..... Texas
Smith, George ..... Oklahoma
Voth George A. ..... Kansas
Wahlquist, Caroline Johnson ..... Nebraska
Webber, Esther ..... Oklahoma
Whitmire, Lenore ..... Oklahoma
Wilson, Lois Lucile ..... Indiana
Yelderman, Florabelle ..... Texas

Freshmen.

Aelmore, Myrtle ..... Kansas
Armantrout, Gertrude ..... Oklahoma
Barclay, James Roy ..... Oklahoma
Bartow, Lester ..... Oklahoma
Blakeslee, Opal ..... Oklahoma
Brentnall, Mabel ..... Oklahoma
Bridges, Ethel ..... Oklahoma
Brinker, Helen ..... Oklahoma
Bush, Irvin ..... Kansas
Callahan, Beryl ..... Oklahoma
Cameron, Ava ..... Oklahoma
Carl, Grace ..... Oklahoma
Carr, Charlotte E. ..... Oklahoma

Cline, Harry Byrd ..... Oklahoma
Cox, Opal ..... Oklahoma
Crosno, Clara ..... Oklahoma
Dawson, Ross Elmo ..... Oklahoma
DeBusk, Kelly ..... Oklahoma
Dillon, Florence P. ..... Oklahoma
*Enlows, Ian ..... Oklahoma
Evans, Ernest G. ..... Oklahoma
Evans, Merrick M. ..... Oklahoma
Evans, Winona ..... Oklahoma
George, Ethel ..... Oklahoma
Gibble, Ella Payne ..... Oklahoma
Gilbert, Archie ..... Oklahoma
Gilliland, Winifred E. ..... Oklahoma
Gobble, Harvey L. ..... Oklahoma
Gobble, Ira ..... Oklahoma
Goltry, Vernie L. ..... Oklahoma
Goulter, Oswald ..... Australia
*Hamm, Ruby Ruth ..... Oklahoma
Hammer, F. Wilda ..... Oklahoma
Hanberry, Kent ..... Oklahoma
Hargis, Leona ..... Oklahoma
Harmsworth, Charles ..... Colorado
Hawkins, Fern ..... Colorado
Hawn Beatrice ..... Texas
Henson, Beulah ..... Oklahoma
Herscher, Maude Lee ..... Oklahoma
Hill, Hazel L. ..... Oklahoma
Hillbrant, Curtis ..... Oklahoma
Horschler, William ..... Oklahoma
Hutchinson, Leota ..... Oklahoma
James, Ruth ..... Oklahoma
Johnson, Lloyd ..... Oklahoma
Kennedy, Irene ..... Oklahoma
Knight, Claude ..... Oklahoma
Knight, Edgar ..... Canada
Knight, Jessep ..... Oklahoma
Lawrence, Carl ..... Oklahoma
Leadbetter, Oakley ..... Oklahoma
Lemon, Lois ..... Oklahoma
Leslie, Emil ..... Oklahoma
Lieser, Roy ..... Missouri
Lincoln, Martha Louise ..... Oklahoma
Manley, Ruby ..... Oklahoma

*Deceased

Marbel, Anna	Arkansas
Marbel, Esther||	Arkansas
Marshall, Hobart	Kansas
McCash, Allegra Ruth	Oklahoma
McCulloch, Madge	Oklahoma
McCulloch, Quilla	Oklahoma
Mellick, Leslie	Oklahoma
Minton, Max W.	Oklahoma
Morse, Russell	Oklahoma
Mothersead, Harte	Oklahoma
Munger Garrison	Oklahoma
Nietert, Clara May	Oklahoma
O'Mealy, Evelyn	Oklahoma
Porter, V. T.	Oklahoma
Powell, Wilfred E.	New Zealand
Prather, Robert	Kansas
Pugh, Arla	Oklahoma
Richards, Lucile M.	Oklahoma
Rowlings, Lisle	Kentucky
Runyan, J. Wesley	Kansas
Sarver, Emmett	Kansas
Schaeffer, Hugh	Oklahoma
Sherrill, Ione	Kansas
Snawder, Leona	Oklahoma
Snoddy, Nettie	Oklahoma
Sterrett, Zelma	Oklahoma
Taylor, Maurice	Oklahoma
Tillotson, H. H.	Kansas
Turner, Myrtle	Kansas
Vette, Elsie	Oklahoma
Wammack, Harry	Oklahoma
Wells, Arlie	Oklahoma
West, Audrey	Oklahoma
Williams, Jay	Kansas
Williams, Winfred N.	Kansas
Wilson, Joy V.	Indiana

Unclassified and Special Students.

Bennett, Taylor	Oklahoma
Black, Gabrielle	Oklahoma
Buzard, Grace	Oklahoma
Davis, Vera A.	Oklahoma
Field, Mara	Oklahoma
Grove, Rena E.	Oklahoma

McKay, Eva ..... Oklahoma
Moorhause, Lulu D. ..... Oklahoma
Naylor, Elizabeth ..... Oklahoma
Neel, J. P. ..... Kentucky
Riley, Reva ..... Oklahoma
Roberts, Iva Lyle ..... Oklahoma
Robinson, Bertha ..... Oklahoma
Sale, Athie E. ..... Oklahoma
Towel, J. F. ..... Kansas
Tyler, Mrs. J. W. ..... Oklahoma
Vaughn, Ina ..... Oklahoma
Widener, Muncie Blanche ..... Oklahoma
Wood, Emma L. ..... Oklahoma

Ministerial and Missionary Students.

Aelmore Myrtle ..... Kansas
Anglemeyer, Shelvy ..... Missouri
Baker, J. K. ..... Kansas
Baldwin, Perry ..... Arkansas
Barley, Samuel H. ..... Missouri
Barley, Ora ..... Missouri
Barr, Harry ..... Oklahoma
Brown, Charles F. ..... Iowa
Callas, Evangelos ..... Oklahoma
Center, George ..... Oklahoma
Cline, Harry B. ..... Oklahoma
Collins, Millard E. ..... Oklahoma
Crosno, Clara ..... Oklahoma
Crow, Grant ..... Texas
Curtis, Ethel ..... Oklahoma
Curtis, Roy ..... Oklahoma
Davis, Earl ..... Kentucky
Davis, Frank G. ..... Oklahoma
Engle, N. Ferd ..... Oklahoma
Fuller, E. Lester ..... Kansas
Funk, Corda V. ..... Oklahoma
Gibble, Ella P. ..... Oklahoma
Gibble, Lloyd ..... Oklahoma
Gibble, James N. ..... Oklahoma
Gibble, William R. ..... Oklahoma
Gilmore, Elsie ..... Oklahoma
Gilmore, Max ..... Oklahoma
Ginter, Byron ..... Oklahoma
Gibbs, William ..... Oklahoma

Gibson, Irene ..... Oklahoma
Goff, Fred ..... Kansas
Goulter, Oswald J. ..... Australia
Griffith, Paul C. ..... Oklahoma
Hall, Homer ..... Oklahoma
Harlan, Morgan ..... Oklahoma
Harmon, Evan L. ..... Oklahoma
Harmon, Mina ..... Oklahoma
Harmsworth, Charles ..... Colorado
Harp, Russell ..... Missouri
Hawkins, Fern ..... Colorado
Hesser, Isaac J. ..... Oklahoma
Howard, Charles ..... Australia
Huggins, W. Austin ..... Kansas
Humphries, Ward S. ..... Oklahoma
Jacobs, Violette ..... Oklahoma
Johnson, James H. ..... Oklahoma
Knight, Edgar C. ..... Canada
Latchaw, Frank Goldie ..... Oklahoma
Lappin, V. Pearl ..... Oklahoma
Leach, Jesse ..... Oklahoma
Lemon, Lois ..... Oklahoma
Mahoney, Harry ..... Oklahoma
Marbel, Anna ..... Arkansas
Marbel, Esther ..... Arkansas
Martin, Elmer W. ..... Oklahoma
Martin, G. Thomas ..... Ohio
Martin, Wendell P. ..... Oklahoma
Mast, Harry ..... Oklahoma
Mast, Lester ..... Oklahoma
Mast, May Stella ..... Oklahoma
McCarrol, C. C. ..... Oklahoma
Moore, William ..... Kansas
Morse, Russell ..... Oklahoma
Neel, Purdy ..... Kentucky
Owens, Rex ..... Kansas
Palmer, Minnie ..... Oklahoma
Palmer, William I. ..... Oklahoma
Perry, Ralph ..... Oklahoma
Placke, William C. ..... Oklahoma
Powell, Wilfred E. ..... New Zealand
Prather, Robert ..... Kansas
Rathbun, Edwin ..... Kansas
Releford, Lee ..... Oklahoma
Rossman, George ..... Oklahoma

Rossman, Maurice	Minnesota
Rossman, Vera Jacobs	Oklahoma
Runyan, John Wesley	Kansas
Sarver, Emmett	Kansas
Sater, Archie	Oklahoma
Seeley, Fred	Kansas
Sherrill, Ione	Kansas
Shirley, J. Clifford	Oklahoma
Smith, Christy	Texas
Smith, William A.	Oklahoma
Stauffer, Thaddeus	Kansas
Sturgis, Robert R.	Oklahoma
Taylor, Maurice	Oklahoma
Turner, J. Walter	Oklahoma
Watson, J. Allan	Kansas
Welker, Charles	Arkansas
Williams, Jay	Kansas
Williams, Owen W.	Oklahoma
Winsett, John	Oklahoma
Wood, Ivan	Oklahoma
Yelderman, Forabelle D.	Texas
Yelderman, Robert	Oklahoma

HIGH SCHOOL.

Seniors.

Andrews, Don	Oklahoma
Allen, Wayne	Oklahoma
Barr, Harry L	Oklahoma
Bateman, Cecil	Oklahoma
Beard, Mollie	Oklahoma
Beeley, Josie	Oklahoma
Childers, Ruth	Oklahoma
Crow, Grant B.	Texas
Dyche, Lucille	Oklahoma
Frantz, Lucille	Oklahoma
Hargis, Lois	Oklahoma
Harris, Bertha	Oklahoma
Hiatt, Juanita	Oklahoma
Hodgden, Perry	Oklahoma
Lovett, Ruth	Oklahoma
Lunger, Earl	Oklahoma
Martin, Frank B.	Oklahoma
Mast, Lester	Oklahoma

McCoy, Emma ..... Oklahoma
Mellick, John ..... Oklahoma
Moore, Will ..... Oklahoma
Releford, Lee ..... Oklahoma
Roberts, Ina ..... Oklahoma
Stoalabarger, Glenn ..... Oklahoma
Strange, Lillian ..... Oklahoma
Whitmire, Samuel A. ..... Oklahoma
Wilson, H. Lillee ..... Oklahoma
Winsett, John G. ..... Oklahoma

Juniors.

Allen, Genevieve ..... Oklahoma
Blanchard, Amy ..... Oklahoma
Branham, Belle ..... Oklahoma
Brookhart, Ernest ..... Oklahoma
Bumstead, Alurta ..... Oklahoma
Center, George M. ..... Oklahoma
Chatt, Arlene ..... Oklahoma
Clewell, Paul ..... Oklahoma
Coleman, Minnie ..... Oklahoma
Cotton, Lily ..... Oklahoma
Cullison, Jeanette ..... Oklahoma
DeBusk, Clarence ..... Oklahoma
Doane, Chester ..... Oklahoma
Enos, Marguerite ..... Oklahoma
Faust, Helen ..... Oklahoma
Fewkes, John ..... Arkansas
Fox, G. L. ..... Kansas
Franklin, Vinola ..... Arkansas
Gibble, W. R. ..... Oklahoma
Gilchrist, Emma ..... Oklahoma
Ginter, B. A. ..... Oklahoma
Harmon, E. L. ..... klahoma
Heffner, Ray ..... Oklahoma
Horne, Sam H., Jr. ..... Oklahoma
Krivohlavek, George ..... Oklahoma
Lang, Elba ..... Oklahoma
Marquis, Clyde ..... Oklahoma
Martin, Alice ..... Oklahoma
Martin, Wendell P. ..... Oklahoma
Mast, Harry ..... Oklahoma
Mayberry, Ruth Ann ..... Oklahoma
McCarroll, C. C. ..... Oklahoma

Metscher, Alfred ..... Oklahoma
Monnett, Rachel ..... Oklahoma
Nelson, John ..... Oklahoma
Payne, Callie ..... Oklahoma
Placke, W. C. ..... Oklahoma
Poole, Vance ..... Oklahoma
Reger, Nelle ..... Oklahoma
Reger, Vergil ..... Oklahoma
Roberts, Gladys ..... Oklahoma
Schwitters, Mary ..... Oklahoma
Seeley, Fred R. ..... Kansas
Siegle, Cathern ..... Oklahoma
Smith, Walter A. ..... Oklahoma
Welty, Otto ..... Oklahoma
Wilson, Sarah Virginia ..... Oklahoma

Sophomores.

Anglemeyer, Shelvy ..... Missouri
Baldwin, Perry ..... Arkansas
Collins, Millard E. ..... Oklahoma
Davis, F. G. ..... Oklahoma
Ester, Lawrence ..... Oklahoma
Foulks, Julian ..... Oklahoma
Fitzgerald, Asa ..... Oklahoma
Fuller, E. L. ..... Kansas
Gill, Agnes ..... Oklahoma
Gilpin, Minnie ..... Oklahoma
Haney, Arthur H. ..... Tennessee
Johnson, J. H. ..... Oklahoma
Johnston, Glenn Willis ..... Oklahoma
Kimmell, Frances ..... Oklahoma
Kneeland, John ..... Oklahoma
Legg, Wayne ..... Oklahoma
McCann, Dudley ..... Oklahoma
Morrish, Eva ..... Oklahoma
Pope, Lolas ..... Oklahoma
Reiger, Frank ..... Oklahoma
Riley, Mildred ..... Oklahoma
Sturgis, R. R. ..... Oklahoma
Taylor, Oliver ..... Oklahoma
Towel, Alma ..... Oklahoma
Wood, Iven ..... Oklahoma

Freshmen.

Booran, Marie .....
Brawner, Gilbert ..... Oklahoma
Brown, Charles F. ..... Oklahoma
Clark, Herbert ..... Iowa
Coleman, Minnie ..... Oklahoma
Davis, Robert ..... Oklahoma
Engle, Mildred ..... Oklahoma
Enos, Victoria ..... Oklahoma
Epp, Aaron ..... Oklahoma
Foulks, Carol ..... Oklahoma
Gilmore, Lucille ..... Oklahoma
Griffith, Paul ..... Oklahoma
Hall, Homer ..... Oklahoma
Harlan, Morgan M. ..... Oklahoma
Hickman, Golda ..... Oklahoma
Hickman, Sylva ..... Oklahoma
Horne, George ..... Oklahoma
Huggins, W. A. ..... Oklahoma
Humphreys, W. S. ..... Oklahoma
Jones, Edna ..... Oklahoma
Kinsley, Anne ..... Oklahoma
Latchaw, F. G. ..... Oklahoma
Leach, Jesse R. ..... Oklahoma
Mahoney, Henry ..... Oklahoma
Martin, G. Thomas ..... Oklahoma
Mast, Stella May ..... Ohio
Mayberry, Edward ..... Oklahoma
Moffett, Flynn ..... Oklahoma
Owens, Rex ..... Oklahoma
Schlosser, Dwight W. ..... Kansas
Steiner, Henry Frederick ..... Oklahoma
Vincent, Albert ..... Ohio
Wellman, Victor E. ..... Oklahoma
Whitaker, Irene ..... Oklahoma
Wille, Olga ..... Oklahoma
Wille, Sylvia ..... Oklahoma
Williams, Merle ..... Oklahoma
Williams, Owen ..... Oklahoma
Williams, Vonne ..... Oklahoma
Wright, John H. ..... Oklahoma
Yearout, Rankin ..... Kansas
Young, Paul ..... Oklahoma
..... Oklahoma

Unclassified and Special Students.

Baker, J. K. ..... Kansas
Boynton, Clyde ..... Oklahoma
Brooks, Dimple ..... Oklahoma
Brooks, Mellie ..... Oklahoma
Browne, Dorothy ..... Oklahoma
Brown, Katie ..... Oklahoma
Callas, Evangelos ..... Oklahoma
Collins, Alice B. ..... Oklahoma
Dreher, Esther ..... Oklahoma
Eakins, Minnie ..... Oklahoma
Eldred, Daisy ..... Oklahoma
Elgin, Evelyn ..... Oklahoma
Ely, Ruby ..... Oklahoma
Ester, Viola ..... Oklahoma
Evans, Jack ..... Oklahoma
Gibson, Irene ..... Oklahoma
Haggard, Ethyel ..... Oklahoma
Harris, Paul A. ..... Oklahoma
Hesser, I. J. ..... Oklahoma
Jones, Mrs. C. M. ..... Oklahoma
Julius, Mrs. M. ..... Oklahoma
Kirkpatrick, Vesta ..... Oklahoma
Letson, Francis W. ..... Oklahoma
Mangum, Ray J. ..... Oklahoma
Morton, Constance ..... Oklahoma
Mysicke, Frances ..... Oklahoma
Naylor, Lucy ..... Oklahoma
Nicholas, Emil ..... Oklahoma
Oliver, Mary M. ..... Oklahoma
Parker, Ruth M. ..... Oklahoma
Peckham, Miles M. ..... Oklahoma
Phares, Lila Mae ..... Oklahoma
Pierce, Agnes B. ..... Oklahoma
Randolph, Mabel ..... Oklahoma
Riley, Pauline ..... Oklahoma
Riley, Reva ..... Oklahoma
Robertson, Lucy K. ..... Oklahoma
Shaklee, Warren ..... Oklahoma
Sharp, May de Ette ..... Oklahoma
Siegle, Maude ..... Oklahoma
Sisson, Nellie ..... Oklahoma
Snaid, F. C. ..... Oklahoma
Thesman, Anna J. ..... Oklahoma

Ward, Alma E. ..... Oklahoma
Webb, Florence ..... Oklahoma
Webber, Fern ..... Oklahoma
Wells, Ethel M. ..... Oklahoma
Woolf, Helene ..... Oklahoma

COLLEGE OF FINE ARTS.

Music.

Allen, Genevieve ..... Oklahoma
Allen, Merle ..... Oklahoma
Allison, Tempe ..... Oklahoma
Armantrout, Gertrude ..... Oklahoma
Asher, Ruth ..... Oklahoma
Barley, Mrs. S. H. ..... Oklahoma
Barnes, Chester ..... Oklahoma
Beard, Mollie ..... Oklahoma
Benton, Martha ..... Oklahoma
Berry, Elpha ..... Oklahoma
Bitting, Hermas ..... Oklahoma
Blanchard, Amy ..... Oklahoma
Bliss, Mildred ..... Oklahoma
Bolinger, Marie L. ..... Oklahoma
Booran, Marie ..... Oklahoma
Botts, Adolph ..... Oklahoma
Boyd, Helen ..... Oklahoma
Boyd, Nellie ..... Oklahoma
Boyle, Claire E. ..... Oklahoma
Brentnall, Mabel ..... Oklahoma
Brownback, Letha ..... Oklahoma
Browne, Dorothy ..... Oklahoma
Burt, Fern ..... Oklahoma
Butts, Earl ..... Oklahoma
Callahan, Lois ..... Oklahoma
Callahan, Jean ..... Oklahoma
Carl, Grace ..... Oklahoma
Campbell, Willa J. ..... Oklahoma
Claiborne, Frederic ..... Oklahoma
Clark, Lulu ..... Oklahoma
Cleveland, Austin ..... Oklahoma
Coffman, Agnes ..... Oklahoma
Collins, Mrs. J. M. ..... Oklahoma
Connor, Maude ..... Oklahoma
Cotton, Lily ..... Oklahoma
Cowley, Luella J. ..... Missouri

Cox, Marie ..... Oklahoma
Crosno, Clara ..... Oklahoma
Cullison, Jeannette ..... Oklahoma
Cupps, John ..... Oklahoma
Cupps, Lester ..... Oklahoma
Curtis, Mrs. Roy ..... Oklahoma
Delafield, Virginia ..... Texas
Dessaur, Dorothy ..... Oklahoma
Dessaur, Leah ..... Oklahoma
Doane, Chester ..... Oklahoma
Drew, Audine ..... Oklahoma
Ely, Gladys ..... Oklahoma
Ely, Ruby ..... Oklahoma
*Enlows, Ian ..... Oklahoma
Evans, Jack ..... Oklahoma
Evans, Valera ..... Oklahoma
Fauley, Leon ..... Kansas
Fetherston, Elizabeth ..... Oklahoma
Ferguson, Nina ..... Oklahoma
Fiene, Ada ..... Oklahoma
*Deceased.
Fisher, Eugene ..... Oklahoma
Fisher, Maurine ..... Oklahoma
Fleming, Esther ..... Oklahoma
Fleming, Pauline ..... Oklahoma
Ford, Grayce ..... Oklahoma
Forester, Edgar ..... Oklahoma
Forester, Earl ..... Oklahoma
Foulks, Carol ..... Oklahoma
Francisco, Eva ..... Oklahoma
Fritz, Mrs. ..... Oklahoma
Fromholz, Effie ..... Oklahoma
Funnell, Mrs. C. E. ..... Oklahoma
Gensman, Dorothy ..... Oklahoma
Gensman, Ethel ..... Oklahoma
Gibble, J. N. ..... Oklahoma
Gilmore, Elsie ..... Oklahoma
Gilmore, Lucille ..... Oklahoma
Godfrey, Ethel ..... Oklahoma
Godschalk, Harold ..... Oklahoma
Goltry, Dorothy ..... Oklahoma
Goltry, V. L. ..... Oklahoma
Gordon, Berniece ..... Oklahoma
Graham, Ada ..... Oklahoma
Griss, Josie ..... Oklahoma

Gum, Mrs. Eugene ..... Oklahoma
Hamilton, Elva ..... Oklahoma
Hamilton, Lucy Dean ..... Oklahoma
Hargis, Leona ..... Oklahoma
Harris, Paul A. ..... Oklahoma
Haskins, Lynwood ..... Oklahoma
Haugherty, H. P. ..... Oklahoma
Hawkins, Fern ..... Colorado
Hayes, Grace ..... Colorado
Heck, Jessie ..... Oklahoma
Helema, Alice ..... Oklahoma
Helema, Floral ..... Oklahoma
Helema, Mabel ..... Oklahoma
Helberg, Edna ..... Oklahoma
Helberg, Martha ..... Oklahoma
Henninger, Elizabeth ..... Oklahoma
Hitchcock, Katherine ..... Oklahoma
Hoover, Pearl ..... Oklahoma
Hornbaker, Marie ..... Oklahoma
Hoyt, Louise ..... Oklahoma
Jeffries, Mrs. P. V. ..... Oklahoma
Johnson, Adelene ..... Oklahoma
Johnston, Glenn ..... Oklahoma
Jones, Beatrice ..... Oklahoma
Jones, Marcia ..... Oklahoma
Kendall, Mrs. W. L. ..... Oklahoma
Kenefick, Madonna ..... Oklahoma
Kennedy, Harriet ..... Oklahoma
Klein, Eleanor ..... Oklahoma
Knower, Pauline ..... Oklahoma
Krause, Gladys ..... Oklahoma
Lamerton, Eleanor ..... Oklahoma
Lee, Richmond D. ..... Oklahoma
Lee, Velma ..... Oklahoma
Lewright, Helen ..... Oklahoma
Lieser, Roy ..... Missouri
Light, Katie ..... Oklahoma
Lincoln, Martha Louise ..... Oklahoma
Linton, Mrs. A. J. ..... Oklahoma
Manning, Mrs. ..... Oklahoma
Marquis, Clyde ..... Oklahoma
Marshall, Elma ..... Oklahoma
Marshall, Hobart ..... Kansas
Martin, Wendell P. ..... Oklahoma
Mayberry, Ruth Ann ..... Oklahoma

McMahan, Lee ..... Oklahoma
Meade, Opal ..... Oklahoma
Messman, Anna ..... Nebraska
Metzcher, Alfred ..... Oklahoma
Miller, Katherine ..... Oklahoma
Millikan, Madeline ..... Oklahoma
Millspaugh, Gail ..... Oklahoma
Minton, Virginia ..... Oklahoma
Mitchell, Hazel ..... Oklahoma
Mitchell, Mrs. H. E. ..... Oklahoma
Moore, Edna ..... Oklahoma
Morgan, Mable ..... Oklahoma
Morris, Bessie ..... Oklahoma
Morton, G. E. ..... Oklahoma
Mosher, Mary ..... Oklahoma
Munns, Helma ..... Oklahoma
Neff, Ray ..... Oklahoma
Nichols, Blanche ..... Oklahoma
Nicholson, Dorothy R. ..... Oklahoma
Nolan, Gertrude ..... Oklahoma
O'Mealy, Evelyn ..... Oklahoma
Owens, Zena ..... Texas
Palmer, Minnie ..... Oklahoma
Parker, Mary ..... Oklahoma
Pendarvis, Paul ..... Oklahoma
Peters, Wirt, Jr., ... Oklahoma
Pierpont, Lois ..... Oklahoma
Pitts, Lucille ..... Oklahoma
Ploof, Arthur ..... Oklahoma
Poole, Mrs. J. O. ..... Oklahoma
Pope, Lolas ..... Oklahoma
Porter, V. T. ..... Oklahoma
Potter, Ruth ..... Oklahoma
Powell, Eva ..... Oklahoma
Price, Eloise ..... Oklahoma
Price, Mary ..... Oklahoma
Randels, Florence ..... Oklahoma
Reed, Dorothy ..... Oklahoma
Reiter, Rosa ..... California
Reynolds, Janice ..... Oklahoma
Richards, Hazel ..... Oklahoma
Richards, Roy ..... Oklahoma
Richards, Ruth ..... Oklahoma
Richardson, Kenneth ..... Oklahoma
Roberts, Dorothy ..... Oklahoma

Roberts, Mattie B. ..... Kansas
Rodgers, Mabel ..... Oklahoma
Rogers, Gladys ..... Oklahoma
Roy'ance, Leo ..... Oklahoma
Rude, Buckley ..... Oklahoma
Russel, Fay ..... Oklahoma
Sarver, Emmett ..... Kansas
Shaw, Glenn ..... Oklahoma
Slagle, Hazel ..... Oklahoma
Sloan, Elizabeth ..... Oklahoma
Smart, Anna ..... Oklahoma
Smart, William ..... Oklahoma
Smith, Addie ..... Oklahoma
Smith, Mary ..... Oklahoma
Southwick, Clarence ..... Oklahoma
Southwick, Allen M. ..... Oklahoma
Sowers, Elsie Fay ..... Oklahoma
Stonehill, Emma ..... Oklahoma
Stukey, Magdalena ..... Oklahoma
Swiger, J. E. ..... Oklahoma
Swiggett, Ival ..... Oklahoma
Tathwell, Homer ..... Oklahoma
Taylor, Joyce ..... Oklahoma
Taylor, Oliver ..... Oklahoma
Taylor, Viola ..... Oklahoma
Thomas, Pauline ..... Oklahoma
Thurman, Fay ..... Oklahoma
Tillotson, H. H. ..... Kansas
Tomlin, Ethel ..... Oklahoma
Tourtellot, Dorothy ..... Oklahoma
Tourtellot, Harriet ..... Oklahoma
Towel, Mrs. J. E. ..... Kansas
Traynor, Elizabeth ..... Oklahoma
Turk, Florence ..... Oklahoma
Turk, Francis ..... Oklahoma
Van Pelt, Jack ..... Oklahoma
Vories, Ruby ..... Oklahoma
Vette, Huldah ..... Oklahoma
Walrich, Marie ..... Oklahoma
Watkins, Mrs. E. C. ..... Oklahoma
Webber, Esther ..... Oklahoma
Welty, Lillie ..... Oklahoma
Welty, Otto ..... Oklahoma
White, Margery ..... Oklahoma
White, Nina ..... Oklahoma
Whitson, Ruth ..... Oklahoma

Wilson, Adeline ..... Oklahoma
Wilson, H. Lillee ..... Oklahoma
Wilson, Howard ..... Oklahoma
Wilson, Joy V. ..... Indiana
Wilson, Lois L. ..... Indiana
Wilson, Mrs. H. H. ..... Oklahoma
Wilson, Roland ..... Oklahoma
Winsett, Juanita ..... Oklahoma
Wright, Georgia ..... Oklahoma

Extension Pupils.

Beals, Florence ..... Oklahoma
Bells, Witta ..... Oklahoma
Chapin, Esther ..... Oklahoma
Cortney, Helen ..... Oklahoma
Foose, Jack ..... Oklahoma
Gaylord, Berniece ..... Oklahoma
Gaylord, Tina ..... Oklahoma
Graalman, Eunice ..... Oklahoma
Hamnor, Mrs. ..... Oklahoma
Hands, Gail ..... Oklahoma
Johnson, Euka ..... Oklahoma
Lookabaugh, Linnie ..... Oklahoma
Martz, Emma ..... Oklahoma
Massey, Pamelia ..... Oklahoma
Menggi, Marguerite ..... Oklahoma
Phillips, Gladys ..... Oklahoma
Popplebaum, Daphne ..... Oklahoma
Roberts, Mrs. C. H. ..... Oklahoma
Sims, Mrs. J. H. ..... Oklahoma
Sunderland, Jess ..... Oklahoma
Tucker, Helen ..... Oklahoma
Watson, Dorothea ..... Oklahoma
Watson, Maxine ..... Oklahoma
Wheelock, Minnette ..... Oklahoma
Wilder, Agnes ..... Oklahoma

Painting.

Browne, Dorothy ..... Oklahoma
Ely, Ruby ..... Oklahoma

Oratory.

Blanchard, Amy ..... Oklahoma
Brentnall, Mabel ..... Oklahoma
Bridges, Minnie ..... Oklahoma
Browne, Dorothy ..... Oklahoma
Carl, Faith ..... Oklahoma
Connor, Maude ..... Oklahoma
Evans, Jack ..... Oklahoma
Forster, Ruth ..... Oklahoma
Heaton, Ina ..... Oklahoma
La Valley, Esther ..... Oklahoma
Manley, Vera ..... Oklahoma
McCash, Allegra Ruth ..... Oklahoma
Shelton, Edith ..... Oklahoma
Shoemaker, Elsie ..... Oklahoma
Smart, Edna ..... Oklahoma
Young, Earl ..... Oklahoma

School of Trained Nurses.

Chermack, Emma ..... Oklahoma
Deavers, Beatrice ..... Illinois
Evans, Carrie ..... Colorado
Frankenfeld, Gertrude M. ..... Illinois
Jenkel, Dorothea ..... New York
Martin, Nona ..... Oklahoma
McCormick, Evelyn ..... Oklahoma
Messall, Amelia ..... Kansas
Messall, Elsie ..... Oklahoma
Molden, Grace ..... Mississippi
Montgomery, Mabel ..... Oklahoma
Palmer, Uvah ..... Nebraska
Vail, Callie ..... Oklahoma
Vanderwark, Rethi ..... Oklahoma
Wolf, Dora ..... Kansas

SUMMARY.

College of Liberal Arts:		
Graduate Students	13	
Seniors	22	
Juniors	23	
Sophomores	39	
Freshmen	93	
Unclassified and Special	19	209
Ministerial	95	
High School:		
Seniors	28	
Juniors	47	
Sophomores	25	
Freshmen	42	
Unclassified and Special	48	190
College of Fine Arts:		
Music	250	
Oratory	16	
Art	2	268
School of Trained Nurses		15
Summer School	157	
Total Number of Matriculates		682
Total Number of Different Students		618

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Phillips University

THE LIBRARY OF THE
1931
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Enid, Oklahoma

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ENID EVENTS PRESS ENID, OKLA.

CALENDAR

1918 1919

JANUARY

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CATALOGUE

—OF—

PHILLIPS UNIVERSITY

Enid, Oklahoma

THE LIBRARY OF THE
UNIVERSITY OF ILLINOIS
JAN 28 1931

1917-18

Eleventh Session

With Announcements for the Session of 1918-19

CALENDAR

SEPTEMBER, 1918, TO JUNE, 1919.

FIRST SEMESTER.

First Semester Opens ---------- Tuesday, Sept. 10, 1918
Enrollment and Classification ---------- Tuesday and Wednesday, Sept. 10 and 11, 1918
Convocation Sermon ---------- Sunday, Sept. 15, 1918
Reception for Students ---------- Monday, Sept. 30, 1918
Recital, School of Oratory ---------- Wednesday, Nov. 27, 1918
Thanksgiving Holiday ---------- Thursday, Nov. 28, 1918
Recital, School of Music ---------- Monday, Dec. 9, 1918
Christmas Holidays ---------- Saturday, Dec. 21, 1918, to Jan. 6, 1919
Semi-Annual Examinations ---------- Thursday and Friday, Jan. 23 and 24, 1919
First Semester Ends ---------- Friday, Jan. 24, 1919

SECOND SEMESTER.

Second Semester Opens ---------- Tuesday, Jan. 28, 1919
Enrollment and Classification ---------- Tuesday, Jan. 28, 1919
Celebration of Washington's Birthday and Oratorical Contest ---------- Saturday, Feb. 22, 1919
Oratorical Contest for the Pieratt and Whitlock Medal ---------- Friday, April 11, 1919
Students' Recital, School of Music ---------- Monday, April 14, 1919
May Day Breakfast, Y. W. C. A. ---------- May 1, 1919
Baccalaureate Sermon ---------- Sunday, May 25, 1919
Senior Promenade ---------- Monday p. m., May 26, 1919
Art Reception ---------- Tuesday afternoon, 2-5, May 27, 1919
Commencement, High School ---------- Tuesday p. m., May 27, 1919
Field Day Exercises, ---------- Wednesday afternoon, 2-5, May 28, 1919
Commencement, School of Fine Arts ---------- Wednesday p. m., May 28, 1919
Senior Class Exercises ---------- Thursday, May 29, 1919
Alumni Luncheon ---------- Thursday 12 m., May 29, 1919
Commencement, College of Liberal Arts and College of the Bible ---------- Thursday p. m., May 29, 1919

SUMMER SCHOOL.
For 1919.

Term Opens ---------- Monday, June 2, 1919
Term Closes ---------- Saturday, July 26, 1919

BOARD OF TRUSTEES

Term Expires 1918.

C. M. JACKMAN.....Wichita, Kansas

J. N. HAYMAKER.....Wichita, Kansas

T. W. PHILLIPS, JR.....Butler, Pennsylvania

HARRY H. ROGERS.....Tulsa, Oklahoma

A. L. JONES.....Miami, Oklahoma

Term Expires 1919.

Z. A. HARRIS.....Blackwell, Oklahoma

DICK T. MORGAN, House of Representatives .....
.....Washington, D. C.

D. W. OHERN.....Norman, Oklahoma

J. H. EVEREST.....Oklahoma City, Oklahoma

W. I. WILLIAMS.....Tulsa, Oklahoma

Term Expires 1920.

I. N. McCASH.....East Enid, Oklahoma

O. N. ROTH.....Wichita, Kansas

H. H. CHAMPLIN.....Enid, Oklahoma

T. T. ROBERTS.....Enid, Oklahoma

A. R. SPICER.....Oklahoma City, Oklahoma

OFFICERS AND STANDING COMMITTEES OF THE BOARD

Officers.

Z. A. HARRIS.....President
T. T. ROBERTS.....Secretary

Executive Committee.

I. N. McCASH H. H. CHAMPLIN
Z. A. HARRIS T. T. ROBERTS
C. M. JACKMAN

Faculty.

DICK T. MORGAN A. R. SPICER
J. H. EVEREST D. W. OHERN
I. N. McCASH

Finance.

J. N. HAYMAKER
Z. A. HARRIS T. W. PHILLIPS, JR. H. H. ROGERS
C. M. JACKMAN T. T. ROBERTS

Courses of Study.

H. H. ROGERS
D. W. OHERN A. L. JONES W. I. WILLIAMS
O. N. ROTH

FACULTY.*

ISAAC NEWTON McCASH, A. M., LL.D., President, Lecturer on Pastoral Theology.

B. S., National Normal University, 1882; A. M., Drake University, 1898, LL. D., ibid, 1902; Student Harvard University, Summer, 1899, ibid, University of California, 1908-09; Principal, Ewing Ohio Academy, 1882-84; Superintendent Public Schools, and Conductor Normal Institutes for Teachers, 1885-90; Pastor, 1890-1904, and 1904-07; In Europe, Palestine, and Egypt, 1900; Corresponding Secretary American Christian Missionary Society, 1909-13; President Spokane University, 1913-16; President Phillips University, 1916———.

FRANK HAMILTON MARSHALL, A. M., Ph. D., Dean, Ministerial Students; Professor of Biblical and Patristic Greek Language and Literature.

B. S., Butler College, 1888; A. B., ibid, 1890; A. M., ibid, 1891; A. M., The University of Chicago, 1915; Ph. D., Texas Christian University, 1895; Student Butler College, 1884-88, Graduate Student, ibid, 1889-91; ibid, University of Chicago, Summer quarter, 1913, and Spring and Summer quarters, 1915; ibid, University of Colorado, Summer, 1916; Professor Biblical Languages and Literatures, Northwestern Christian College, 1891-96; Pastor, 1895-97; Missionary, Tokyo, Japan, 1897-99; Professor Biblical Languages and Literatures, Texas Christian University, 1899-1906; Professor of Biblical Greek Language and Literature, Phillips University, 1907———.

ARTHUR FREDERICK REITER, M. S., Dean, Students in Arts and Sciences; Professor of Physics and Chemistry.

A. B., Tri-State College, 1899; A. B., Hiram College, 1905; M. S., Chicago University, 1916; Student Ohio Northern University, 1891, 1903-04; Tri-State College, 1892-99; Hiram College, 1904-05; Graduate Student University of Chicago, Summer, 1908, 10, 12, 14; ibid, Spring and Summer quarters, 1916; Professor of English and Latin, Southern Illinois Christian College, 1899-1900; Minister, 1900-07; Instructor in English and Mathematics, Central Menonite College, Summer, 1907; Assistant Instructor in Physics, University of Chicago, Summer of 1916; Professor of Chemistry and Physics, Phillips University, 1907———.

* Arranged in groups in order of appointment.

SAMUEL HENRY HORNE, A. M., Dean, Students in Education; Professor of Education and Psychology.

A. B., National Normal University, O., 1892; A. B., University of Texas, 1907; A. M., University of Kansas, 1916; Student, National University, 1889-92; University of Texas, 1894-95, and four subsequent summer terms; Graduate Student University of Chicago, Summers 1912-13, Spring and Summer, 1914; ibid, University of Kansas, Spring and Summer, 1916; Professor of Mathematics and Languages, McKinney College, 1895-98; Principal High School, 1898-1905; Instructor in Summer Normals; Instructor in History, Texas Christian University, 1905-06; Professor of Spanish and Instructor in History, ibid, 1906-07; Professor in Phillips University, 1907———.

CLAUDE CARSON TAYLOR, A. M., Professor of Old Testament Languages and Literature.

A. B., Phillips University, 1909; A. M., ibid, 1910; A. M., University of Kansas, 1913; Student, Normal School, 1891-92; Student Phillips University, 1907-09; Graduate Student, ibid, 1909-10; ibid, University of Kansas, 1912-13; Instructor, Public Schools, 1892-96; Minister, 1903-07; Instructor, Semitic Languages and Literature, Phillips University, 1900-12; Professor, ibid, 1912———.

ROY JONAS WOLFINGER, A. M., Professor of English Language and Literature.

A. B., University of Oklahoma, 1907; A. M., ibid, 1916; Graduate Student, University of Chicago, 1909-10; Summers 1909 and 1914; ibid, University of Oklahoma, Fall Semester, 1915; Instructor High Schools, 1900-02, and 1907-09; Superintendent City Schools, 1912-13; Acting Professor of English, Phillips University, 1912-13; Professor, ibid, 1913———.

MAGDALINA STUKEY, A. M., Professor of Modern Languages and Literature.

A. B., University of Michigan, 1901; A. M., ibid, 1912; Student, Oberlin College, 1888-90; ibid, Tri-State College, 1890-92; ibid, University of Michigan, 1898-1901; Graduate Student Summer Sessions, Harvard, 1903; in Europe with Bureau of University Travel, 1905; Ohio State University, 1906; Berlin University, 1910; University of Michigan, 1909, 1911, and 1912; D'Institute Francais Pour Etrangers, Paris, 1914; Instructor in High Schools, 1893-97, and 1902-11; Instructor in German, Hiram College, 1911-13; Professor of Modern Languages in Phillips University, 1913———.

FRANK ABBOT WELLMAN, A. M., Professor of History and Political Science.

A. B., Phillips University, 1912; A. M., ibid, 1913; A. M., University of Kansas, 1916; Student Phillips University, 1909-12; Graduate Student, ibid, 1912-13, ibid, Phillips University and University of Kansas, 1913-14; Professor of History and Political Science in Phillips University, 1914———.

HENRY CLAY SMITH, A. M., LL. B., Professor of Latin and Spanish.

A. B., Ghent College, 1872; A. M., ibid, 1875; LL. B., University of Cincinnati, 1880; Student, Ghent College, 1868-72; Student College of Law, University of Cincinnati, 1878-80; President, Warsaw College, 1881-88; Principal High School, 1888-98; President, Paducah College, 1898-1901; Principal, Young Women's Department, McLean College, 1901-1913; Professor of Latin and Spanish in Phillips University, 1915———.

HARRY DENMAN SMITH, A. M., Professor of Practical Theology.

A. B., University of Kansas, 1887; A. M., Transylvania College, 1903; Student University of Missouri, 1884-86; ibid, University of Kansas, 1886-87; ibid, University of Chicago, summers, 1908-09; In Europe and the Orient in 1913; Pastor, 1886-1917; Instructor in Bible Ethics and Evidences of Christianity, McLean College, 1898-1913; Lecturer, College of the Bible, Lexington, Ky.; Professor of Practical Theology, Phillips University, 1917———.

JAMES WILLIAM TYLER, A. M., Professor of Education and Psychology.

A. B., Phillips University, 1910; A. M., ibid, 1911; A. M., Oklahoma University, 1917; Student, Kirksville, Mo., State Normal, 1895-99; Student Phillips University, 1908-11; Graduate Student, University of Oklahoma, Summers, 1915-16-17; Teacher Rural Schools, 1895-1903; Superintendent Village and County Schools, 1903-17; Normal Institute Instructor, 1907-15; Associate Professor of Education and Psychology, Phillips University, 1917-18; Professor, ibid, 1918———.

GEORGE W. TIDD, M. S., Professor of Mathematics.

B. S., Valparaiso University, 1898; M. S., University of Iowa, 1911; Student Valparaiso University, 1894-98; Graduate Student, University of Iowa, 1910-11, and Summers of 1909-11-12-14-15-16; Professor of Mathematics and Science, Steinmann College, 1898-1904; Professor Physics, Kansas State Normal School, 1912-17; Professor of Mathematics, Phillips University, 1917———.

***FRANK K. SMITH, A. B., Professor of Biology.**

A. B., Oklahoma University, 1916; Student, University of Oklahoma, 1910-13, 15-16; High School Instructor, 1913-14; Graduate Student, Cornell University, 1916-17; Professor of Biology in Phillips University, 1917———.

****————————Associate Professor of Biology.**

* Absent for war service. ** Place to be filled.

EDSON D. PRICE, A. M., Associate Professor of Education.

A. B., Phillips University, 1912; A. M., University of Missouri, 1917; Student, Phillips University, 1909-12; ibid, University of Missouri, Summer Sessions of 1914-15-16; Teacher, Rural, Ward, and High Schools, 1904-13; Superintendent Schools, 1913-14; Principal, High School, 1914-15; Superintendent City Schools, 1915—; Associate Professor, Phillips University, 1918———.

JOHN F. MAULBETSCH, B. S., Coach and Physical Director.

Ph. C., College of Pharmacy, University of Michigan, 1917; B. S., University of Michigan, 1917; Student, Adrian College, Michigan, 1912-13; Student, University of Michigan, 1913-17; Summer Session, University of Michigan, 1917. All American Star Foot Ball, 1916-17. Coach and Physical Director, Phillips University, 1917———.

IDA MAULBETSCH, Ph. B., A. B., Associate Physical Director for Women.

Ph. B., and A. B., Michigan State Normal, 1915; Student, Hope College, 1910-12; ibid, Michigan State Normal, 1912-15; Associate Physical Director for Women, Phillips University, 1917——.

HIGH SCHOOL INSTRUCTORS.

WILLIAM L. E. SHANE, A. B., Principal of the University High School. Instructor in Education.

A. B., Phillips University, 1909; Student Texas Christian University, 1903-06; Student Phillips University, 1907-09; ibid, 1912-13; Graduate Student, University of Missouri, Summer Session, 1917; in Europe, Spring and Summer, 1908; Pastor, 1910-12, and 1915-16; Instructor in Phillips University, 1912-15; Principal Phillips University High School, 1917———.

JOHN CURTIS LAPPIN, A. B., Instructor in English.

A. B., Phillips University, 1913; Student, Eureka College, 1898-1902; Student, Phillips University, 1910-13; Graduate Student, University of Colorado, Summer, 1914; Instructor, Phillips University High School, 1913———.

WYNNE E. PLOPPER, A. B., B. S. in Ed., Instructor in Mathematics.

A. B., Transylvania College, 1912; B. S. in Ed., Phillips University, 1918; Student, Transylvania College, 1908-12; ibid, The University of Chicago, Summer, 1915; ibid, Phillips University, 1917-18; Principal, Public Schools, 1912-14; Instructor, Phillips University High School, 1915——.

HILMA MILLER, B. S., Instructor in Applied Arts and Home Economics.

B. S., Agricultural and Mechanical College of Oklahoma, 1916; Student, ibid, 1912-15; Instructor, Stillwater, Oklahoma, 1915-16; Instructor, Phillips University High School, 1916———.

JAMES CLIFFORD SHIRLEY, A. B., Instructor in Science.

A. B., Phillips University, 1917; Student, ibid, 1914-17; Student, University of Chicago, Summer, 1917; Instructor, Public Schools of Oklahoma, 1912-14; Instructor, Phillips University High School, 1917———.

TEMPE ELIZABETH ALLISON, A. B., Instructor in Latin and German.

A. B., Kingfisher College, 1914; Student, Phillips University, 1909-10; Student, Kingfisher College, 1911-14; Student Central State Normal, Spring and Summer Terms, 1909-11; Teacher, Public Schools, 1908-09, 10-12; Instructor in Latin, Kingfisher College Academy, 1913-14; Principal High School, 1914-16; Instructor in Latin and English, Phillips University, Summer School, 1916; ibid, '17; Instructor Latin, High School, 1916-17; Instructor in Latin and German, Phillips University High School, 1917———.

NELLE MAY COOKE, A. B., Instructor in History.

A. B., Hiram College, 1913; Student, ibid, 1909-13; Instructor, Public Schools and Academy, 1913-18; ibid, Phillips University High School, 1918———.

**——Instructor in Manual Training.

** Place to be filled.

FINE ARTS FACULTY.

REIN DYSTERHUIS, Professor of Music; Violin.

Student Moyenne, Ecole Francaise, Antwerp, 1889-93; Student, Royal Atheneum, Antwerp, 1893-98; Student, Antwerp Royal Conservatory, under Prof. Marien, 1890-93, under Prof. Hennen, and Assistant Teacher of Violin, 1893-96; Student, Brussels Conservatory, 1898; First Violin, Symphony Orchestra, of Cincinnati, 1899-1901; Professor Music in Texas Christian University, 1903-06; Professor of Music in Phillips University, 1907———.

CLAUDE R. NEWCOMB, Professor of Music; Voice.

Graduate Knox Conservatory of Music, Galesburg, Ill.; Student, Knox Conservatory, 1907-12; ibid, under Thomas MacBurney, 1912; Instructor in Voice, Knox Conservatory, 1911-12; ibid, Marshalltown School of Fine Arts, 1913-14; Professor of Music, Phillips University, 1914———.

CHARLES MERIT BLISS, Dean, Students in Fine Arts; Professor of Music; Voice, Harmony and Instrumentation, Church Music, History of Music, Lectures and Directing.

Graduate Campbell University College of Music, Teachers' Course, Voice and Harmony, 1895; ibid, Classic Course, 1899; Student of Frank H. Tubbs, New York, S. W. Straub, Chicago, Voice, Oscar Coon, New York, Harmony and Instrumentation; Dean, College of Music, Freemont College, 1896-1904; El Reno School of Voice Culture, 1904-08; Private Studios, Oklahoma City, 1908-15; Director Choir and Orchestra, First Christian Church, Oklahoma City, Okla., 1909-15; Dean, College of Fine Arts, Phillips University, 1915———.

MAUDE SHOEMAKE BLISS, Professor of Music; Piano and Theory.

Graduate Campbell University College of Music, Teachers, Course, 1889; ibid, Classic Course, 1890; ibid, Post Graduate Work, 1895; Student A. M. Straub, Chicago, 1894; Virgil Clavier School, New York, 1899-1900; Teacher of Piano, Freemont School of Music, El Reno, 1904-08; Private Studios, Oklahoma City, 1908-15; Organist and Accompanist, First Christian Church, Oklahoma City, Okla., 1909-15; Professor of Music, Phillips University, 1915———.

CHAS J. WING, A. B., Mus. B., Professor Piano, Pipe Organ and Theory.

University of Michigan, 1908-09; A. B., Oberlin College, 1912; Mus. B., Oberlin Conservatory of Music, 1914; Private Teaching; Professor Piano, Hardin College, Mexico, Mo., 1914-15; Professor of Piano and Theory, Converse College, Spartanburg, S. C., 1915-16; Professor of Piano, Organ and Theory, Phillips University, 1916——.

BERTHA E. McCAFFERTY, A. B., B. O., Professor of Expression and Dramatic Art.

Graduate, Leland T. Powers' School of the Spoken Word, Boston, Mass., 1916; A. B., Phillips University, 1917; Student, Kansas University, Summer Session, 1913; B. O., Phillips University, 1914; Teachers' Certificate of Music, Phillips University, 1914; Student, New England Conservatory of Music, 1915-16; Member New England Drama League; Private pupil in Diction of Margaret McLean, Columbia University; Private pupil of Rachael Noah Franz; Head, Bertha E. McCafferty School of Expression, 1916-17; Professor of Expression and Dramatic Art, Phillips University, 1917———.

LIBBIE FOSTER LOVELL, Instructor in Piano and Public School Music.

Graduate, American Conservatory, Chicago, Ill.; Teachers' Course, Piano and Voice, 1909; Pupil of Miss Rath, Piano; F. L. Drake, Voice; O. E. Robinson, Public School Music, 1911-12; Pupil, Clara J. Ruby, Piano, 1913; Director Girls' Choir, Congregational Church, Chicago, Ill., 1908-09; Supervisor of Public School Music, Kingfisher, Okla., 1911-12; Private Teacher, 1912-17; Phillips University, 1917———.

ESTELLA BONHAM, Mus. B., Instructor in Piano.

Graduate Piano and Theory, Bethany College, Lindsborg, Kansas, 1917; Student, Oklahoma University, Piano, Voice, and Theory, 1912-13; ibid, Phillips University, 1916; Teacher Music, 1913-18; Instructor Phillips University, 1918———.

UNIVERSITY HOSPITAL.

GERTRUDE M. FRANKENFELD, Superintendent of the Hospital; Instructor in Training Department.

Graduate, University Hospital, 1917; Trained Nurse, 1917-18; Superintendent, University Hospital, 1918———.

ANNA MAY LINDELL, Instructor, Training Department for Nurses.

Graduate, University Hospital and Training School, 1916; Instructor, ibid, 1913———.

OFFICERS OF ADMINISTRATION

ISAAC NEWTON McCASH, LL. D. ----------President

TARLETON TAYLOR ROBERTS ----------Secretary
(Graduate, College of the Bible, Transylvania University)

FRANK HAMILTON MARSHALL, Ph. D.----------
----------Dean, Ministerial Students

ARTHUR FREDERICK REITER, M. S.----------
----------Dean, Students in Arts and Sciences

SAMUEL HENRY HORNE, M. A., Dean, Students in Education

CHARLES MERIT BLISS -------Dean, Students in Fine Arts

WILLIAM L. E. SHANE, A. B., --Principal of the High School

BEULAH BUSH BOGGESS ----------Dean of Women

ALICE SEE, A. B. ----------Librarian

OPAL WRIGHT ----------Accountant

STANDING COMMITTEES OF THE FACULTY

(The President is ex-officio a member of each committee.)

Enrollment and Classification.

Deans and Principal of the High School.

Library.

Alice See H. D. Smith R. J. Wolfinger

Faculty Functions.

Mrs. Boggess C. R. Newcomb J. W. Tyler

Student Functions.

S. H. Horne Tempe Allison W. L. E. Shane

Debate.

G. W. Tidd Miss McCafferty J. C. Lappin

Catalogue and Courses of Instruction.

F. H. Marshall A. F. Reiter S. H. Horne
C. M. Bliss W. L. E. Shane

Discipline.

A. F. Reiter W. L. E. Shane C. M. Bliss

Pulpit Supply.

F. H. Marshall

Student Publications.

C. C. Taylor Miss Stukey J. C. Shirley

Athletics.

F. A. Wellman H. E. Alton
J. F. Maulbetsch C. C. Taylor

Phillips University

HISTORICAL STATEMENT.

Phillips University was founded by men who believe in Christian Education in the broad sense of that term. They recognized the fact that true education consists in the harmonious development of the physical, intellectual and moral natures of man. They hold that body, head and heart all need cultivation and that the neglect of any one of these factors results in an unsymmetrical and faulty development. Since Christianity recognizes the whole nature of man, they believed that Christian education must necessarily be the best education. They clearly saw that if true to its conceptions it must provide for all the factors that enter into the complex being with whom our educational institutions have to deal. This does not mean, however, that it was their purpose to found a sectarian school. They recognized a broad underlying Christianity that is independent of all sectarian divisions and denominational peculiarities. They desired the school should be non-sectarian consequently no denominational tests are imposed and no sectarian tenets inculcated. The broad general aim is to offer liberal courses of instruction in a healthy Christian atmosphere. Members of the Board and Faculty are not limited to any one religious body, by charter or by-laws. It is the aim of the promoters of the school to avoid the narrowing tendencies of sectarian basis in its general policy and to exemplify the cosmopolitan spirit of the Master in the character and conduct of the school.

This does not mean, however, that Bible teaching is left out of the general plan of the school. On the contrary, among the several departments established, is a Bible College offering courses in Biblical Languages, Bible and church history, and the professional studies that belong to the education of a minister. Since the College of Liberal Arts is the basis for all forms of specialized work, because culture courses must be the foundation for all technical and professional training in any proper scheme of education, this college occupies the central place in the University around which all other schools are grouped and upon which all depend.

The founders of Phillips University were men of patriotic

impulses and philanthropic purpose. They saw the need of institutions of learning dominated by a liberal Christian spirit, in a new and rapidly developing country while the population was still in a plastic state. They saw the need of a Christian school to neutralize the secular spirit which is always strong in new states. People who break away from old associations and surroundings and move out into new places need such an institution of learning as will keep them from swinging away from those higher, nobler views of life that characterize the truly educated man or woman. If institutions of learning are dominated by the secular spirit, they only serve to increase dangers to which people are exposed and which it is their true function to destroy. An education that is purely mercenary in its motive is unworthy. It will thus be seen that the founders of Phillips University were moved to undertake their great task by a pressing need.

The founding of Phillips University was made possible by Hon. T. W. Phillips, in the beginning of the enterprise. Mr. Phillips was a far-sighted man. He saw that the pyschological moment had arrived for the establishment of a school devoted to Christian education in the broad sense of that term. He was not sectarian in his feelings, but he believed that Christian education is the only true education, and consequently when the enabling act granting statehood to Oklahoma was passed, he said to E. V. Zollars: "If you will go out into that new country and undertake the establishment of a school I will support you." This offer was accepted and the people of the Southwest endorsed the establishment of such a school at Enid. Mr. Phillips may therefore be regarded as the real founder of the institution. He had a deep interest in the institution, and was greatly pleased with its development.

THE FIELD OF THE UNIVERSITY

1. The people of Oklahoma are liberal supporters of the University, both in students and money. Its people are cosmopolitan in character, wide-awake, industrious, prosperous, and they set a high estimate on education. Its soil is fertile, its products diversified, its climate delightful, its area large, and it will doubtless have a population of several millions in the not distant future. It is truly a great state in which to plant a school.

2. Kansas, situated on the north, is a prosperous state rapidly developing. Its people are noted for their intelligence, industry and enterprise. They are also a people that believe in education and rejoice in the fact that Phillips University has been planted so near the southern border of their state.

3. Arkansas situated on the east is tributary to the school. It is a state of wonderful natural resources and its population is rapidly growing. It is receiving its share of the tide of immigration from the south, east and north. It is so situated that the University can be of great benefit to its people and it in turn lends a helping hand in building up the school.

4. Portions of other neighboring states are within easy reach of Enid and some states farther away that lack educational advantages of high grade are as near to us as to any other school offering its coveted privileges.

5. The field at large is also the field of Phillips University. There is no better place for students to be educated than in this school. Here they are brought into touch with the vigorous, aggressive, practical western life. They form valuable acquaintances throughout a rapidly developing region of wonderful resources. If they go from school into business life, they are in the midst of splendid opportunities; if into the ministry, they are in a country where they are most needed, and which they already have come to understand.

BUILDINGS

1.—Main Building.

This is a brick structure trimmed in stone, 96x110 feet, consisting of a basement, first story, second story and dormer story, the whole heated by steam and lighted by electricity, with modern system of ventilation, which also extends to the Fine Arts building.

On the first floor is the auditorium with a gallery on three sides, seating capacity for 600 people; a splendid pipe organ is in daily chapel use. The President's and Registrar's office, a recitation rooms of the College of Liberal Arts, the Bible Colrooms.

The second floor is occupied by gallery of auditorium; registration room; three large recitation rooms and two cloak lege, the School of Education, and a prayer room. In the dormer

story are the laboratories for Physics, Chemistry, Biology, and the laboratory for the use of the High School. The building is imposing in its appearance and complete in all of its appointments. It faces west looking down Broadway. Nearly two miles distant on the Public Square, and looking up Broadway, stands the new Court House.

2.—The Fine Arts Building.

North of the main building stands the Fine Arts building. In this building are the studios for piano, violin, and voice; a studio for teacher of elocution; an art studio and an an art display room; a large number of practice rooms for instrumental and vocal music and elocution; recitation room for class and ensemble work; and a music library room. This handsome building is connected with the main building by a colonnade.

3.—The Ladies' Home.

This faces the south and is situated northwest from the main building 400 feet distant. Its dimensions on the ground floor are 60x120 feet. All rooms are of the same size—12x14 feet—and connected with each room is a closet 2x6 feet. The second floor is occupied entirely with ladies' rooms of the same size as those below and all having similar closets. There are four bath rooms, two on each floor; a trunk elevator and linen closets. The building has rooming capacity for fifty people, and a dining room to care for 150 persons at one sitting.

4.—The Library Building.

Through the beneficience of the Phillips family, Phillips University now has a modern library building.

It has two large rooms for our Christian Associations. The main floor is given up entirely to library purposes. It contains one large room which is occupied by book stacks and reading tables, a reference library room and a reading room. The third story is occupied by two large library halls, store and committee rooms. The building is of a beautiful architectural design, and fire proof in character. It is located thirty feet south of the main building completing a central group of three buildings: Main Building, Fine Arts Building, and Library Building. The three are connected by corridors, presenting one continuous front of three hundred feet.

The addition of this library building gives to Phillips Uni-

versity a splendid educational plant, ample in proportion, adequate in equipment, and imposing in appearance.

5.—The Gymnasium.

Through the generosity and good will of the people of Enid, aided by the beneficience of the Phillips family the University has superb athletic facilities.

The new gymnasium is a brick structure. The main room is 60x84 feet with a 25-foot ceiling. It contains a running track six feet wide hung around the entire room. This is sufficiently strong to be used as a gallery at public gatherings. The room is equipped with complete apparatus. The building contains two offices for the accommodation of the Physical Director and Coach. The basement is fitted with lockers and shower baths in two apartments; one for ladies and one for gentlemen.

The college provides competent Physical Directors and Coach, with assistant, to superintend the work on the floor of the gymnasium, and to train the teams and direct the outdoor sports.

SCOPE OF THE WORK

Phillips University embraces the following colleges and schools:

I. The College of Liberal Arts.

II. The College of the Bible.

III. The School of Education.

IV. The College of Fine Arts, including Music, Oratory and Art.

V. The High School.

VI. The University Hospital and Training School for Nurses.

THE EQUIPMENT

The policy of the board is to supply the school with modern, up-to-date equipment. While buildings and equipment cannot make a school, yet they constitute a very important factor and our board is fully alive to that fact. For each course offered adequate library and laboratory equipment is provided.

The Library.

A well selected library has been secured, and the best periodicals are on file. The library is being developed rapidly to meet the growing demands of the institution. The number of volumes will be doubled during the ensuing year.

The Laboratories.

The Board of Trustees recognize fully the value of laboratories and their absolute necessity to a school that aspires to be abreast of the times in its method of instruction. The laboratory method is now employed in almost every department of study and investigation. Recognizing this fact, we have provided four laboratories—Chemical, Biological, Botanical, and Physical. We have already expended thousands of dollars, and, as a matter of course, we will add to this equipment year by year.

Admission and Graduation

COLLEGE ENTRANCE REQUIREMENTS

Each student will at the time of his enrollment present a certified list of all High School and College subjects for which he hopes to secure credit. Fifteen units selected in conformity to the requirements stated below are required for college entrance. Students with fewer than fifteen units may make up the deficit in the University High School.

Accredited High Schools.

The College accepts as its list of accredited high schools the lists prepared by the State High School Inspectors, and those approved by the North Central Association.

Uniform Entrance Credits in Oklahoma.

In the future, the lists of officially accredited secondary schools, issued by the Committee on Affiliation at the University of Oklahoma, will be followed rigidly by all the higher institutions of learning in the state, as follows:

"(1). No student entering our schools shall be given a greater number of credits toward graduation than is allowed to the school by the latest bulletin sent out by the University.

"(2). No credit will be given for work in non-accredited schools or in non-accredited subjects, except upon a thorough examination in those subjects, in which such credit is sought."

Definition of Unit.

One unit represents the completion of a year's work in a given subject, recitations being daily, for a school session of nine months. The recitations should be 45 minutes each. Fifteen units represent the work done during the four years' study in a first-class High school, the student taking about four subjects each year. All the units offered for entrance must represent work done above the eighth grade of the public schools.

Required of All Students.

1. **English** ---------- **3 Units**
   - (a) Composition ---------- 1 Unit
   - (b) Elementary Rhetoric ---------- 1 Unit
   - (c) American or English Literature ---------- 1 Unit

2. **Mathematics,** not less than ---------- **2 Units**
   - (a) Algebra ---------- 1 Unit
   - (b) Plane Geometry ---------- 1 Unit

3. **Two Elective Groups,** each of not less than ---------- **2 Units**
   Selected from:
   - (a) One Foreign Language—French, Spanish, German, Latin or Greek. (Not more than four units).
   - (b) Social Studies. (Not more than four units).
     - Ancient History ---------- 1 Unit
     - Medieval or Modern History ---------- 1 Unit
     - English History ---------- ½ or 1 Unit
     - American History ---------- ½ or 1 Unit
     - Civics ---------- ½ Unit
     - Economics ---------- ½ Unit
     - Social Science ---------- ½ Unit
   - (c) Natural Science. (Not more than four units).
     - Botany ---------- 1 Unit
     - Chemistry ---------- 1 Unit
     - Geology ---------- ½ Unit
     - Physical Geography ---------- ½ or 1 Unit
     - Physics ---------- 1 Unit
     - Physiology ---------- ½ Unit
     - Zoology ---------- ½ or 1 Unit
   - (d) Practical and Fine Arts. (Not more than five units).
     - Drawing ---------- ½, 1, or 2 Units
     - Manual Training ---------- 1-4 Units
     - Domestic Science ---------- 1-4 Units
     - Commercial Subjects ---------- 1-4 Units
     - Agriculture ---------- ½ or 1 Unit
     - Music ---------- ½ or 1 Unit
     - Pedagogy ---------- ½ Unit
     - Psychology ---------- ½ Unit

4. **Electives, to make a total of _____15 Units** These units must be chosen from the Entrance Units described below, and subject to the above limitations.

Description of Entrance Units.

1. English. Four units, three required. The requirement is that recommended by the National conference on Uniform Entrance Requirements in English (three units). A fourth unit may be offered, provided the work has been approved by the State Inspector.

2. Mathematics. Two required. The required units are (a) Elementary Algebra through quadratics, one unit. (b) Plane Geometry, one unit. Other units permissible are Solid Geometry, one-half unit; Algebra, additional one-half unit, taken after Plane Geometry; Plane Trigonometry, preferably, one-half unit; Advanced Algebra, one-half unit, taken after Plane Trigonometry. (Commercial Arithmetic, one-half unit, may be offered only under the most favorable circumstances, and must be taken after Plane Geometry and Elementary Algebra).

3. Latin. Four units. (a) Beginner's Latin. (b) Four books of Caesar's Gallic War. Selections from Nepos may be substituted for one book. Prose composition. (c) Six orations of Cicero. Sallust's Catiline may be submitted for two orations. Prose composition. (d) Six books of Virgil's Aeneid and Prose composition. Ovid may be substituted for part of Virgil.

4. Greek. Three units. (a) Elementary Greek, Xenophon's Anabasis begun. (b) Xenephon's Anabasis, three or four books or equivalent in Attic prose. Composition. (c) Advanced Greek.

5. German. Four units. (a) Elements of Grammar and reading of about 100 pages of easy German. (b) Additional Grammar, composition, writing from dictation. Translation, such as Schiller's Wilhelm Tell. (c) Review of Grammar. Translation of about 400 pages of standard German. (d) Advanced German.

6. French. Four units. (a) Elements of Grammar, and reading of 100 pages of easy prose. (b) Syntax, and 300 pages of standard French. Composition. (c) and (d) Advanced French.

7. Spanish. Two units. (a) Elements of Grammar, and reading of easy prose. (b) Syntax and Composition. Reading of 300 pages of standard Spanish.

8. Natural Science. Six units.

(a) Physiography. One unit or one-half unit. Note books and maps required. This may include Geology, one-half unit.

(b) Physics. One unit. Recitation and experimental work in laboratory. Note book required.

(c) Chemistry. One unit. Text book, and work in laboratory. Note-book required.

(d) Botany, One unit. Text-book, laboratory work, note-book and field excursions. One-half unit may be offered.

(e) Zoology. One unit. Text-book, laboratory work and field excursions. One-half unit may be offered.

(f) Physiology. One unit. Text-book, drawing and laboratory methods. One-half unit may be offered.

(g) General Science. One unit.

The sciences (b) to (f) should be taken in the eleventh and twelfth grades, and will not receive credit if taken earlier than the tenth. Each unit represents three periods of 45 minutes per week devoted to recitation, and two double periods per week spent in laboratory work.

9. History. Four units.

(a) Ancient History. One unit. Text-book, outlines, drawings, maps, etc. At least 200 pages of assigned readings should be given in first or second year of the High school.

(b) Modern History. One unit. Text-books, outlines, etc. At least 300 pages of assigned reading should be taken immediately following the year of ancient history.

(c) English History. One unit. Standard text and at least 300 pages of assigned reading. One-half unit accepted.

(d) American History. One or one-half unit.

(e) American Government. One-half unit. (d) and (e) should be taken in the third or fourth year High school, and should require at least 350 pages of assigned reading.

10. Social Science. One-half unit. An introduction to the study of sociology.

11. Political Economy. One-half unit. Work based upon some standard text-book, dealing with the fundamental principles of the subject.

12. Vocational and Professional Subjects. In this group five units may be offered.

(a) **Agriculture.** One or one-half unit.
(b) **Commercial Geography.** One-half unit.
(c) **Commercial Law.** One-half unit.
(d) **Drawing.** One-half, one, or two units.
(e) **Domestic Science and Art.** One-half, or one to four units.
(f) **Manual Training.** One to four units.
(g) **Book-keeping, Typewriting, and Stenography.** Not more than three units.
(h) **Pedagogy.** One-half unit.
(i) **Psychology.** One-half unit.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS.

1. REGULATIONS GOVERNING THE ELECTION OF COURSES IN THE FRESHMAN AND SOPHOMORE YEARS.

During the freshman and sophomore years, the student must choose his subjects according to the Group System, outlined below. The purpose of the first two years of the college is to continue the curriculum of the High School, along general lines.

Required of All Students.

1. Rhetoric. All students are required to take this subject in the freshman year. 5 hours.

Additional English will be required when deemed necessary.

2. Bible. Required of all students during the freshman or sophomore year. 6 hours.

3. Literary Society Work. At least one creditable literary production shall be rendered each semester of the student's residence in school.

4. Physical Training. Two hours per week during the freshman and sophomore years.

Credit same as for laboratory work, 4 hours.

General Requirements.

1. **Foreign Language.** Elect one.

(1) Ancient Languages. Total required is the equivalent of four units of one language in High school or four semesters in college. If four units are offered for entrance there is no additional requirement; if three units, one semester's work is required; if two units, two semesters of the same language is required in college. If a different language is selected than was taken in high school, four semesters of it must be taken.

(2) Modern Language. Requirement same as for ancient language in (1).

2. **Science.** Elect two.

(1) Mathematics. Total required is three units exclusive of arithmetic. If three are offered, there is no additional requirement. If less than three, five or six semester hours is required if elected.

(2) Physical Sciences. If a unit each of physics and chemistry is offered, there is no additional requirement. If but one unit is offered, two semesters work in one is required if elected.

(3) Biological Sciences. Two units selected from physiology, biology, botany, or zoology will satisfy this requirement if taken in last two years of High school. If less is offered, two semesters of work must be taken if elected.

3. **History and Social Sciences.** Elect one.

(1) History. Four semester hours of some history not taken in the high school. This requirement may be waived for those offering three or more units of history.

(2) Philosophy and Education. Six semester hours. Pedagogy and elementary psychology offered for entrance may satisfy this requirement.

II. REGULATIONS GOVERNING THE ELECTION OF COURSES IN THE JUNIOR AND SENIOR YEARS.

1. Major Subject. Each student must select one department for his major subject, not later than the beginning of his

junior year. He must complete in this department courses totaling not less than twenty-four (24) semester hours, nor more than forty (40) semester hours, of which at least twelve (12) hours must be courses market C or above.

2. **Minor Subject.** Also, the student must elect a department for his Minor subject, and complete a minimum of twelve (12) hours, of which at least eight (8) hours must be courses marked C or above.

III. FREE ELECTIVES.

In addition to the work required above, sufficient electives must be chosen to make a total of 124 semester hours, in order to obtain the degree of Bachelor of Arts.

Definition of Credit Hour.

For college credit the "hour" or "semester hour" is used. It represents one hour period of class room recitation per week for a semester of eighteen weeks. Two or three hours of laboratory work is considered equivalent to an hour of college class work. Fifteen or sixteen hours credit per semester is enough work for the average student, and will complete a college course in four years.

COMBINED COURSE WITH PROFESSIONAL SCHOOLS.

Students who have completed the Junior year in residence in Phillips, who have made an approved choice of electives and satisfied our group requirements for the Freshman and Sophomore years, may upon request, be permitted to do the entire work of the Senior year in any approved school of Engineering, Law, Medicine, or Journalism. After furnishing an official transcript of courses taken and grades received in the first year of his professional course, the student may, upon application for graduation and payment of graduation fee, be granted the A. B. degree as if in residence at Phillips. Thus the A. B. degree would be secured in four years as usual; and in six or seven years the professional degree would also be secured.

The work to be done in Phillips College in each of these combined courses is as follows:

Arts—Medical.

Required courses: Inorganic chemistry, 10 hrs.; college algebra and trigonometry, 5 hrs.; physics with laboratory

course, 10 hrs., or 5 hrs. if High school physics is offered; biology, zoology or botany, 10 hrs.; modern language, German or French, '0 hrs., and college rhetoric, 5 hrs.; physical training, 4 hrs. Additional work in chemistry is recommended. Electives to make a minimum of 96 hrs.

Arts—Law.

In addition to group requirements, free electives from English, French, history, government, science, philosophy, and religion to make a minimum of 96 hrs.

Arts—Engineering.

Engineering students will select their work chiefly from mathematics, physics and chemistry; also science, modern language, English and government to make a total of 96 hrs..

Arts—Journalism.

Either in High school or in College at least elementary courses in the following must be taken: Physics, chemistry, physiology and hygiene, physical geography, geology, commercial geography, zoology, psychology, history of education, economics, sociology, modern language, history, civics, Bible, college rhetoric and additional English, and electives to make a minimum of 96 hrs.

Arts—Ministerial.

Regular four-year college course satisfying group requirements, taking a major in Biblical language and literature. Total 124 hrs.

Arts—Education.

The regular four-year college course distributed according to group requirements with a major in education and psychology. Electives to make 124 hrs.

Students completing this course may, upon application, receive a state High school life certificate, either in Oklahoma or Kansas, or both.

COMBINED COURSES APPROVED BY THE UNIVERSITY OF OKLAHOMA.

Combined courses in Law, Medicine and Engineering have been mutually approved by the University of Oklahoma and Phillips. The literary work as outlined above is to be done in Phillips and the vocational work in the University of Oklahoma.

REQUIREMENTS FOR THE DEGREE B. S. IN EDUCATION

Students who have received credit for one hundred and forty semester hours, exclusive of the requirements in Physical Training and who have met all the requirements of the College of Liberal Arts for the degree of Bachelor of Arts and who have met all the requirements prescribed by the School of Education will be given both the degrees Bachelor of Arts, and Bachelor of Science in Education. (See School of Education).

CLASSIFICATION OF COURSES.

To guide students in the proper sequence of subjects pursued in each department, courses are marked A, B, C or D; the letter following the course number indicating in general its grade, as follows:

A—Elementary courses open to freshmen, requiring no prerequisite college courses.

B—More advanced courses open to freshmen and sophomores requiring no prerequisite college courses but usually requiring prerequisite high school courses in the same or similar subjects.

C—Courses requiring at least one year's college work in the same or kindred subjects. C courses follow regularly after B courses.

D—Advanced courses requiring at least two years of prerequisite college training. They follow regularly after C courses.

College of Liberal Arts

College of Liberal Arts

FACULTY.

ISAAC NEWTON McCASH, LL. D., President.

ARTHUR F. REITER, M. S., Dean, Professor of Chemistry and Physics.

FRANK H. MARSHALL, Ph. D., Professor of Biblical and Patristic Greek Language and Literature.

SAMUEL H. HORNE, A. M., Professor of Education and Psychology.

CLAUDE C. TAYLOR, A. M., Professor of Semitic Languages and Literature.

ROY J. WOLFINGER, A. M., Professor of English Language and Literature.

MAGDALINA STUKEY, A. M., Professor of Modern Languages and Literatures.

FRANK A. WELLMAN, A. M., Professor of History and Political Science.

H. CLAY SMITH, A. M., LL. B., Professor of Latin and Spanish.

HARRY D. SMITH, A. M., Professor of Philosophy.

JAMES W. TYLER, A. M., Professor of Education and Psychology.

G. W. TIDD, M. S. Professor of Mathematics and Astronomy.

EDSON D. PRICE, A. M., Associate Professor of Education.

*FRANK K. SMITH, A. B., Professor of Biology.

†————Associate Professor of Biology.

CHARLES M. BLISS, Professor of Music.

CHARLES J. WING, Professor of Music.

BERTHA E. McCAFFERTY, A. B. B. O., Professor Public Speaking.

JOHN F. MAULBETSCH, B. S., Physical Director.

IDA MAULBETSCH, Ph. B., A. B., Associate Physical Director.

* On leave of absence.

† To be selected.

THE COLLEGE OF LIBERAL ARTS

Its Aims and Purposes.

This is the central college of the University. Its work is fundamental to that of the other schools, and enters more or less into the work of all. The aim of this college is education in its broadest sense; the discipline and culture of the student. Every one must know his limitations, his abality and adaptability, so that his specialization for life's work may be done with the greatest advantage and assurance of success. The best of opportunities to learn these are offered, while securing a liberal general education. That few choose their vocation unwisely if they defer their specialization until well advanced in their college career, is evidenced by the fact that over 74 per cent of those whose names appear in "Who's Who in America" because of notable achievement, are college graduates. That there may be the reasonable assurance of success for each student, he is urged to complete if possible the four-year college course; to whom this is impossible, our combined courses offer an attractive alternative, giving two degrees.

I. English Language.

ENGLISH LANGUAGE AND LITERATURE.

Professor Wolfinger.

1. A. College Rhetoric. An introduction to all other college English, and required of all college freshmen. Written compositions, speaking under criticism, and taking notes.
First semester, 5 hours.

3A. Historical Grammar. A study of the development of English constructions. This course is planned for teachers of grammar and literature.
Second semester, 2 hours.

4B. Short Story. A course in the technique, form and history of the short story, offered to those who intend to write professionally, but interesting to all students of English.
Second semester, 3 hours.

5B. American Poets, and 6B. American Prose. Not offered during 1918-1919.

7A. Argumentation and Debate. Offered if desired. See note 2.

9C. The Novel. A course in the technique, history and study of the novel. A novel of Howells, Hawthorne, George Eliot, Thackeray, Dickens, and Hugo will be studied in detail, and books of many others will be read. This course demands rapid reading, and much of it.
First semester, 4 hours.

10C. The Essay. A course in the technique, history and study of the essay. Essays of Emerson, Carlyle, Lowell, Macaulay, Lamb, Bacon and Stevenson will be studied in detail, and many others will be read. This course follows English 9, and requires as much reading.
Second semester, 4 hours.

11C. and 12C. English Poets. Not offered 1918-1919.

13C. and 14C. Tennyson—Browning, and Wordsworth—Milton, two courses in the study of these poets. At least one semester study of verse required before entrance.
Either course, Second semester, 2 hours.

15D. Shakespeare. The study of a number of Shakespeare's leading comedies, noting also the playhouse, actors, texts, and history of the Elizabethan drama. Assigned readings and reports, in addition to the plays to be studied in detail. First semester, 4 hours.

16D. Shakespeare. English 15 continued. The study of a number of Shakespeare's tragedies, noting also the author, his methods of construction, his characters and his influence on English. Second semester, 4 hours.

17D. Pedagogy of English. The theory and practice of teaching English. First semester, 3 hours.

PUBLIC SPEAKING.

Miss McCafferty.

1 and 2A. Public Speaking. The aim of this course is to cultivate in the student a facility and forcefulness in presenting to others his own thoughts.

Each semester, 2 hours.

Excellent facilities are offered to take additional private work leading to appropriate diploma in expression. Only a limited additional credit will be given in college. For further particulars, see the Fine Arts catalogue.

II. Ancient Language.

BIBLICAL AND PATRISTIC GREEK LANGUAGE AND LITERATURE.

Professor Marshall.

An effort is made in this department to familiarize the student with the entire Greek New Testament, so that he will be encouraged, after graduation, to do his general reading in the original. The Septuagint version of the Old Testament is also studied; first, because it, rather than the Hebrew Scriptures, was the Bible of many in the time of Christ, including some of the New Testament writers; second, because it is valuable collateral reading to throw light on the meaning of New Testament Greek works. For this latter reason the Greek writings of the apostolic fathers are also studied. The student may elect four years of this work.

I. COURSES IN GREEK.

1. B. **Elementary Greek.** Study of Etymology, with daily drills in composition. First semester, 4 hours.

2. B. **Elementary Greek.** Completion of the study of the paradigms. Composition continued. Reading of the Gospel and Epistles of John. Second semester, 4 hours.

3. C. **The Gospels of Matthew and Mark.** Translation, word studies, and New Testament Greek Grammar. First semester, 4 hours.

4. C. **The Gospel of Luke and Pauline Epistles.** Grammar contiued. Syntax, Moods and Tenses. Second semester, 4 hours.

5 and 6. D. **The Septuagint.** Translations from Kingdoms, the Psalter, Isaiah, Wisdom of Jesus, and I. Maccabees. Studies in Sweet's Introduction to the Septuagint, its grammar and history, and the relation it sustains to the Hebrew of the Old Testament and the Greek of the New Testament. (Offered 1917-18). First and second. semesters, 1 hour each.

7 and 8. D. **Patristic Greek.** Translation from the Didache. First Apology of Justin Martyr, selected epistles of Clement, Ignatius, Barnabas, Polycarp, Fragments of Papias, Shepherd of Hermas, with general survey of Patristic Literature until Latin became the official language of the church. (Offered 1918-19). First and second semesters, 1 hour each.

II. COMBINED COURSES IN GREEK AND ENGLISH.

The following courses are open to students of both the Greek and English New Testament. Linguistic work will be offered for those who are prepared, but the instruction will be interpretative to such an extent as to make it profitable for those not familiar with the Greek text.

9. C. Acts of Apostles. A course of interpretation. (Offered 1918-19). First semester, 2 hours.

10. C. The Apocalypse, and Epistles of John. (Offered 1918-19). Second semester, 2 hours.

11. C. Romans and Galatians. (Offered 1919-20). First semester, 2 hours.

12. C. The Miscellaneous Epistles. (Offered 1919-20). Second semester, 2 hours.

III. COURSES IN ENGLISH.

13. B. The Gospels of Matthew and Mark. First semester, 3 hours.

14. B. The Gospels of Luke and John. Second semester, 3 hours.

15. D. The Canon and Text of the New Testament. Discussion of the manuscripts and versions of the New Testament. (Offered 1919-20). Second semester, 3 hours.

16. D. The Theology of the New Testament. (Offered 1918-19). Second semester, 3 hours.

17. A. The Literature of the New Testament. A general survey course. Open only to those who have not taken courses 13 and 14. First semester, 3 hours.

OLD TESTAMENT LANGUAGES AND LITERATURE.

Professor Taylor.

1. COURSES IN LANGUAGE.

Since a knowledge of the Old Testament is necessary in the understanding of the New Testament and since the Old Testament was written in Hebrew, a working knowledge of Hebrew, at least, is necessary to every minister who would be able to use the best commentaries and other reference works.

1. C. Elementary Hebrew. The essentials of grammar are mastered using the inductive method, based on the first eight chapters of Genesis. A part of the text is committed to memory, and thorough drill is given in composition. Text-books, William H. Harper's Method and Manual and Elements. First semester, 4 hours.

2. C. Grammar and Reading. The work of the first semester is continued and completed. A wide vocabulary is acquired and further reading is done in the book of Genesis. Text books: Baer and Delitzch's Hebrew Bible and Davis' Lexicon. Second semester, 4 hours.

3. D. Historical Hebrew. A reading course in Hebrew historical literature, centering on the Book of Samuel, with sight reading in other books; also a review of the Hebrew verb with special attention to the weak verb. Text-books same as in course 2.

(Offered 1917-18). First semester, 4 hours.

4. D. Hebrew Syntax. Rapid reading in historical Hebrew with a careful study of Hebrew syntax and the thought processes of the Hebrew as revealed in the syntax. Text-book: Harper's Elements of Hebrew Syntax.

(Offered 1918-19.) Second semester, 4 hours.

II. COURSES IN ENGLISH.

8. A. History of Israel. The rise of the Hebrew Nation and its contact with contemporaneous nations.

First semester, 3 hours.

9. A. History of Israel. Continuation of 8; a study of the Kingdom of Israel, its power, decline and fall.

Second semester, 3 hours.

10. C. The Prophets. A study of the prophetical books of the Old Testament, arranged in chronological order; also the prophetical element of the other books, together with the influence of the prophets upon the government and religion of Israel. (Offered 1919-20). First semester, 3 hours.

1. C. (a) The Wisdom Literature of the Hebrews. A study of the sages of Israel, their writings, philosophy of life and their part in moulding the conduct of the people.

(b.) The Psalter. Classification of the Hebrew lyrics, and interpretation of the material.

(Offered 1919-20). Second semester, 3 hours.

15. D. Old Testament Theology. A study of the idea of God as reflected in the Literature of the Old Testament.

(Offered 1919-20). First semester, 2 hours.

16. D. **Old Testament Theology.** Course 15 continued. (Offered 1919-20). Second semester, 2 hours.

17. B **Old Testament Introduction.** Such subjects as the text, authorship, canonicity, manuscripts, translations, versions, and languages of the Old Testament are studied. (Offered 1918-19). Second semester, 4 hours.

18. A. **The Literature of the Old Testament.** A general survey course intended for students who desire a cursory knowledge of the Old Testament Scriptures. Not open to students who have had courses 8 and 9. Second semester, 3 hours.

LATIN.

Professor H. C. Smith.

1. B. **Sallust.** Catiline and Jugurthin War. Thorough review of grammar. Second semester, 3 hours.

2. B. **Livy.** Two books, rapid reading. Second semester, 3 hours.

3. B. **Vergil.** Six books or selections. Emphasis on scansion and mythology. First semester, 4 hours.

4. B. **Horace.** Odes and selected Epodes. Emphasis on scansion and contemporaneous literature. Prerequisite course 3 B. Sesond semester, 4 hours.

5. C. **Cicero.** Select Letters. Study of history of the times. First semester, 3 hours.

III. Modern Language.

FRENCH.

Professor Stukey.

The following courses are so planned as to give the students a reading knowledge of French, some acquaintance with the life of the people, and the ability to use the language with correct pronunciation.

1. A. Elementary French.. Le Premier Livre by Meras. Snow and Leben's Easy French, Bruno's La Tour de la France. Pattou's Causeries en France, or David's Chez Nous finds a place early in the class work. First semester, 5 hours.

2. A. Intermediate French. Review of the principles of grammar with special drill on irregular verbs. Daudet, Trois Contes Choisis; Labiche and Martin, Poudre aux Yeux; and About, Roi des Montagnes. Second semester, 5 hours.

3. C. Modern Writers. The reading is selected from the following: Merimee Columbia; Sand Le Mare 'au Diable; Maupassant; Huit Contes Choisis; and Halevy, L 'Abbe Constantin. First semester, 3 hours.

4. C. Victor Hugo's Life and Writings. The romantic drama, Hernani, and the romance, Les Miserables from an abridged edition. (1918-19). Second semester, 3 hours.

5. C. Prose and Poetry. An intensive study of one of the following, supplemented by several others more hastily read. Dumas' Trois Mousquetaires, or Monte-Cristo; Balzac, Cinq Scenes de la Comedie Humaine; Loti, Pecheur d'Islande. (1919-20). First semester, 3 hours.

6. C. The Classic Period in French Literature. The readings selected from Corneille's Cid; Racine's Esther, or Athalie; and Moliere's L'Avare, Les Precieuses Ridicules, or La Malade Imaginaire. Second semester, 3 hours.

7. D. A Teachers' Course in French is offered in lieu of 4 C. or 6 C. when the demand justifies.

Histoire de la Litterature Francaise par Delphine Duval is used in courses 3 to 7.

GERMAN.

Professor Stukey.

The aim of the work in German is to acquire a practical knowledge of the language, and to become acquainted with the best literature and its authors. Correct pronunciation, the principles of construction, and paraphrasing are emphasized in all the courses.

Courses 1 and 2, or two years of high school German, are prerequisites for courses 3-6. Six additional hours are prerequisites for 7-11.

1. A. Elementary German. Gronow's Jung Deutschland is the text. Easy reading like the Till Eulenspiegal stories are used as soon as the class can read them with pleasure. Proverbs, poems. and songs committed. First semester, 5 hours.

2. A. Elementary German. Oral and written composition, conversation and grammar review, are based on the reading selected from such writers as Hauff, Gerstaecker, Hillern, Seidel and Rosegger. Second semester, 5 hours.

3. B. German Prose and Poetry. Moderately difficult prose and poetry selected from Baumbach, Grillparzer, Raabe, Heine, Fouque, Lessing and Schiller.
(1918-19). First semester, 3 hours.

4. B. Lessing and His Works. Minna von Barnhelm and Emilia Galotti or Nathan der Weise are read intensively. Reports made from some of his other works.
(1918-19). Second semester, 3 hours.

5. B. The Drama and the Novel. Freytag's Die Journalisten studied carefully and Sudermann's Frau Sorge read.
(1919-20). First semester, 3 hours.

6. B. Schiller and His Works. The selections for reading are made from the following: Wilhelm Tell, Marie Stuart, Die Jungfrau von Orleans and Wallenstein's Tod.
Second semester, 3 hours.

7. C. Goethe. The study of Goethe's works, except Faust, based on Bernhardt's Meisterwerke. Grimm's Life and Times of Goethe. First semester, 2 hours.

8. C. **Goethe.** Selections from Faust, Parts I and II. Taylor's Translation of Faust used as a reference. (1918-19). Second semester, 2 hours.

9. C. **History of German Literature.** Strobe and Whitney's Geschichte der Deutschen Literatur used for a general survey of the subject, covering the time from the beginnings of German Literature to the Romantic Movement. Reports and readings from Thomas' Anthology. (1919-20). First semester.

10. C. **History of German Literature, continued.** Especial attention is given to the Romantic Movement, and the succeeding great movements studied. Illustrative works read and reports made. Second semester, 2 hours.

11. C. **The Pedagagy of German** is offered as a substitute for one semester of the Goethe course, or for part of the History of German Literature, when the demand justifies.

SPANISH.

Professor H. C. Smith.

1. A. **Elementary Spanish.** Grammar, simple composition, short stories for Spanish conversation. First semester, 5 hours.

2. B. **Intermediate Spanish.** Review of grammar, irregular verb drill, conversation, easy prose, and New Testament (Modern Spanish). **Prerequisite course 1.** Second semester, 5 hours.

3. C. **Modern Spanish Literature.** Spanish novels, dramas and poetry. Prerequisite courses 1 and 2. First semester, 4 hours.

4. C. **Conversation.** Composition, including essays and letter writing in Spanish. One Spanish novel out of class. Prerequisite courses 1 and 2. Second semester, 4 hours.

IV. History and Economics.

HISTORY AND POLITICAL SCIENCE.

Professor Wellman.

The study of history is the study of the progress of humanity. This progress is told best in man's institutions; emphasis ought therefore be placed on these monuments; this purpose will be prominent in the courses described below.

I. HISTORY.

1. A. Europe in the Middle Age. A study of European History from the beginning of the barbarian invasion to the close of the Medieval period.

The text-book will be supplemented by collateral reading, quizzes, reports, outlines and maps. A well-kept note book required. First semester, 3 hours.

2. A. Modern Europe. A survey of European History from the close of the Medieval period to the present time. Method of instruction, similar to that employed in course 1. Second semester, 4 hours.

3. A. English History. A study of the rise and growth of economic and political institutions from early times to the present. (Omitted 1918-19). First semester, 4 hours.

4. B. Renaissance and Reformation. A careful study of the political, economic, social, intellectual and artistic development of the Italian people during the last two centuries of the Medieval period. Part 2 of the course develops the connection between the Renaissance and the Protestant Reformation and deals with the progress of the sixteenth century. Second semester, 4 hours.

5. B. Europe Since 1915. A close study of events and the alignment of forces which have brought about the present conditions, political, social, religious and economic in Europe. Second semester, 4 hours.

6. D. Advanced History of Greece and Rome. A detailed study of the institutional development of Greece to the death of Alexander the Great, a like study of Rome to the fall of the Empire in the west. First semester, 4 hours.

7. D. Balance of Power and Revolutionary Europe. An intensive study of the diplomatic history of Europe from 1715 to 1789, followed by a similar investigation of the revolutionary movement from 1789 to 1815.

(Omitted 1918-19). Second semester, 4 hours.

8. B. Contemporaneous Hebrew History . (Not Biblical). (a). Contemporaneous Old Testament History. A study of the rise and development of ancient nations with special reference to their influence upon the Hebrews.

(b). History of New Testament Times. The political history of Palestine and the Graeco-Roman world.

(Omitted 1918-19). First semester, 3 hours.

9. C. General Church History. A careful study of the development of the church with a close observance of its influence upon the thought and politics of the various periods. For advanced students only.

(Omitted 1918-19). Second semester, 3 hours.

10. B. Political History of the United States. An intensive study of United States History from the American Revolution to the end of Jackson's administration.

First semester, 3 hours.

11. B. Political History of the United States. A continuation of course 10, studying the period from Jackson to the present time. Second semester, 3 hours.

12. D. Diplomatic History of the United States. A course calculated to acquaint the student with the policies of our government, which have to do with our relations to foreign states.

First semester, 4 hours.

12. D. Pedagogy of History. A course of study of the best methods of instruction in History and Civics for High Schools. (Offered on demand). . 2 hours.

II. POLITICAL SCIENCE.

1. C. Principles of Political Science. Deals with the fundamental principles of Political Science; the theory of the state, its origin, development, powers and organization; the classification of states and questions of law rights and citizenship. For advanced students only. First semester, 4 hours.

2. B. American Government. A systematic study of the development and structure of American Government, national, state and local, with emphasis upon actual workings.

(Omitted 1918-19). Second semester, 4 hours.

8. B. City Government. Designed to meet the need for a more definite knowledge concerning the rapid advancement in the solution of municipal governmental questions; a close comparison of various systems will be made in the attempt to determine the system best suited to American social and political ideals. First semester, 3 hours.

V. Philosophical Sciences.

EDUCATION AND PSYCHOLOGY.

Professor Horne.

Associate Professor Tyler.
Associate Professor Price.

I. EDUCATION.

1. A. Introductory Psychology. This course is designed for Freshman and Sophomore students. Psychology will be presented from the physiological viewpoint, with the hope of making the course basic for the future courses in Psychology.

First semester, 4 hours.

2. A. Elementary Educational Psychology. A study of the organizations developed in the nervous system and in the consciousness through school training in the various subjects taught. An investigation of the elements and principles of the learning process, the correlation of studies, motor training, etc.

Second semester, 4 hours.

3. A. Rural Education. A course designed for all teachers expecting to teach in the rural schools. No teacher is quite prepared for any phase of educational work who is unacquainted with rural school work. This course will embrace a thorough study of the best that is being done in rural school work today.

Second semester, 2 hours.

4. B. Philosophy of Education. A discussion of the correlation of modern educational theory and practice in their biological, physiological, sociological, psychological and philosophical aspects. The chief topics discussed are heredity, habit, culture epochs, the education of memory, reason, will, imagination and the aesthetic nature.

First semester, 4 hours.

5. B. History of Education. A general survey of the whole field from ancient to modern times; including the main features of Oriental, Greek, Roman, Early Christian, Mediaeval, Renaissance and Modern Education.

Second semester, 4 hours.

6. A. **Genetic Psychology.—Child Study.** A course treating of the development of the child from the earliest years to maturity. Some of the main topics are physical growth, including the rates of growth at different periods, instincts of play, of social consciousness, memory, perception.

First semester, 4 hours.

7. C. **Advanced Educational Psychology.** A general course but intensive, with prerequisites in Psychology and Junior standing. Alternate years. Not offered 1918-19.

Second semester, 4 hours.

8. D. **Social Education.** A study of Education in its social aspects. First semester, 2 hours.

9. C. **Administration and Supervision of School Systems.** A presentation of some of the principles and methods of efficient management and supervision.

Second semester, 2 hours.

10. B. **Technique of Teaching.** A study of the principles underlying effective class-instruction. The routine of teaching, and the general principles governing the use of text-books, securing attention and interest, applying tests, etc.

Second semester, 2 hours.

11. B. **Educational Measurements.** A study of statistical methods and their application to school problems.

Second semester, 2 hours.

12. D. **Psychology of the High School Subjects.** A study of the psychological principles and mental processes involved in the learning of the subjects of the High School curriculum.

First semester, 2 hours.

II. PSYCHOLOGY.

1. A. **Introductory Psychology.** This course is designed for Freshmen. Psychology will be presented from the physiological viewpoint, with the hope of making the course basic for the future courses in Psychology.

First semester, 4 hours.

2. B. **Advanced Phychology.** This is a course in general psychology, including a survey of the mechanism of the nervous system. It aims to introduce the students to the main facts, principles, problems and methods of psychology, either as a part of his general educational appointment, or as a preparation for professional study in education, law, medicine, business, or the ministry. Hence it is advised that all students take this course, preferably in the sophomore year. First semester, 4 hours.

3. B. Experimental Psychology. Designed to afford the student some training in the laboratory method in psychological research. A study of visual, auditory, cutaneous, olfactory, gustatory, and kinaesthetic sensations, will be followed by the application of experimental methods to the more complex mental processes. Second semester, 4 hours.

4. C. Social Psychology. An investigation of reciprocal psychic factors operating upon the individual and the group to influence material and social progress. A study of the psychology of business, medicine, law, the ministry, etc. Prerequisite, Psychology. For senior college students. Second semester, 2 hours.

5. C. Advanced Educational Psychology. See Education 7 C. Second semester, 4 hours.

6. A. Elementary Educational Psychology. See Education 2 A. Second semester, 3 hours.

7. A. Genetic Psychology. See Education 3. First semester, 4 hours.

8. D. Psychology of the High School Subjects. See Education 12 D. First semester, 2 hours.

9. D. Vocational Psychology. An investigation of the application of psychology to business procedure, as in advertising, selling, and general efficiency. First semester, 2 hours.

PHILOSOPHY.

Professor Harry D. Smith.

1. C. Introduction to Philosophy. A course in fundamentals, prerequisite to course 3. (Offered 1917-18). First semester, 4 hours.

2. D. Philosophy of the Christian Religion. An exhibit of Christianity against a background of Nature and Mankind and especially of religion in general. Second semester, 4 hours.

3. D. History of Philosophy. A general survey, dealing with the leading philosophers from Thales to the present time. First semester, 4 hours.

4. 6. Ethics. A course in the principles of its various schools culminating in a suitable emphasis of Christian Ethics. Second semester, 4 hours.

5. B. Logic. The course is designed to be an introduction to the essentials of reasoning. First semester, 3 hours.

PRACTICAL THEOLOGY.

Professor Harry D. Smith.

I. RELIGIOUS EDUCATION.

1. B. History of Religious Education. A study of the beginning of religious education, leading up the present status of the work. First semester, 3 hours.

2. B. Material of Religious Education. A study of the various helps, systems, and literature of the Sunday School. Second semester, 3 hours.

II. HOMILETICS.

1. B. The Science and Art of Preaching. This work is both theoretical and practical. Text book and lectures are used. First semester, 4 hours.

2. B. The Development of the Sermon. Continuation of course 8. Sermonic masterpieces are studied and sermon outlines are developed by the student. Second semester, 4 hours.

III. MINISTERIAL WORK.

1. A. The Minister. The work and office of the minister are given careful attention. First semester, 3 hours.

2. A. Church Administration. The practical phases of church work are discussed. Second semester, 3 hours.

CHRISTIAN DOCTRINE AND APOLOGETICS.

Professor Taylor (in charge).

1. A. First Principles. A statement and discussion of the fundamental teachings of the New Testament. (Offered 1917-18). First semester, 3 hours.

2. A. The Principles of the Restoration Movement. (Offered 1917-18). First semester, 3 hours.

3. B. Apologetics. Christianity defensively stated. (Offered 1918-19). Second semester, 3 hours.

VI. Biological Sciences.

BIOLOGY AND GEOLOGY.

Professor F. K. Smith.

I. BIOLOGY.

1. A. Invertebrate Zoology. This course is a survey of the general field of zoology with reference to classification, ecology, life histories, distribution, and economic relations of animals. Two hours of recitation and six hours of laboratory work per week. First semester, 5 hours.

2. B. Vertebrate Zoology. A detailed study of the vertebrates. Primarily for students who specialize in biology. Two hours of recitation and six hours of laboratory work per week. Second semester, 5 hours.

3. A. Nature Study. This course is primarily for students who do not intend to specialize in biology, but desire to become acquainted with the common plants and animals and their modes of life. Polular misconceptions of organism will be corrected. This course cannot count towards the group requirement. One hour of recitation and four hours of laboratory work per week. Second semester, 3 hours.

4. B. Human Body. A study of the anatomy, physiology and hygiene of the human body. This course is designed primarily for those who are preparing to teach and for those who desire the course as a part of a liberal education. Two hours of recitation and six hours of laboratory work per week. First semester, 5 hours.

5. B. Entomology. A study of the classification, structure, ecology, distribution, life histories and economic relations of insects. Two hours of recitation and six hours of laboratory work per week. Second semester, 5 hours.

6. C. Educational Biology. This course is designed for those who are preparing to teach biology. The aims and methods of teaching biology and the preparation of material for laboratory work are considered. Second semester, 2 hours.

7. C. Zoological Literature. This course includes a survey of leading works on Zoology from the beginning of zoological investigation to the present time. The course is designed

to also acquaint the student with present lines of investigation, the results of which occur in current publications.
First semester, 3 hours.

8. D. Special Zoology. This course is primarily for those who plan to do gratudate work in zoology. The outline of the work will be varied to suit the interest and needs of the individual student. Second semester, 1, 2, or 3 hours.

II. GEOLOGY.

1. B. General Geology. This course is designed to give an understanding of the fundamental principles of geology with reference to the origin, structure, and processes of change of the earth. The study of the succession of life on the earth is included. Four hours of recitation and two hours of laboratory work per week. First semester, 5 hours.

VII. Physical Sciences.

CHEMISTRY AND PHYSICS.

Professor Reiter.

***Assistant.**

I. CHEMISTRY.

1. A. Elementary Chemistry. An introduction to the nature and properties of the common chemical elements and the fundamental laws of chemistry, together with their application. Three hours text, and four hours laboratory.
First semester, 5 hours.

2. B. General Chemistry. An advanced course in the properties and laws of the chemical elements. Course 1 is a prerequisite. Two hours text and six hours laboratory.
Second semester, 5 hours.

3. B. Qualitative Chemistry. A comprehensive course in the separation and identification of both cations and anions. Two hours lecture and quiz, and seven hours laboratory.
First semester, 5 hours.

4. C. Quantitative Chemistry. An introduction to quantitative chemistry by gravimetric, volumetric, and electrolytic methods. Prerequisite, course 3. Two hours recitation or quiz and nine hours laboratory. Second semester, 5 hours.

5. C. Organic Chemistry. A brief study of the more important organic compounds. Three hours lecture and quiz, and four hours laboratory.
(1919-20). First semester, 5 hours.

7. D. Physical Chemistry. Lectures and recitations; gas laws, kinetic, molecular and ionic theories; electro chemistry, reaction, velocity, chemical equilibrium; and related topics.
First semester, 5 hours.

II. PHYSICS.

2. A. Elementary Physics. A non-mathematical course, covering entire subject, open to students not offering an entrance unit in physics. Three hours recitation and four hours laboratory. Second semester, 5 hours.

*To be selected.

3. B. General Physics. An advanced course in general physics. May be taken at same time as trigonometry. The course, requires a knowledge of trigonometry.
First semester, 3 hours.

4. B. General Physics. The continuation and completion of 3. B. Second semester, 3 hours.

5. C. Mechanics and Heat. A laboratory course in these subjects requiring a working acquaintance with trigonometry. Two recitations and six laboratory exercises.
(1919-20). First semester, 5 hours.

6. C. Magnetism, Electricity and Light. A laboratory course offered as in 3. B. Two recitations and six laboratory exercises. (1919-20). Second semester, 3 hours.

Pedagagy courses arranged upon demand.

VIII. Mathematical Sciences.

MATHEMATICS.

Professor Tidd.

A. Review Algebra. The content of this course is the same as the third half unit of High School algebra, with a review of factoring and quadratics. It may not be taken for credit by those offering more than one unit for entrance, neither will it absolve the group requirements in mathematics nor count on major. First semester, 3 hours.

A. Solid Geometry. The geometry of space with original exercises and problems. May not count on major or group requirements. Offered upon sufficient demand.
First semester, 2 hours.

1. A. Plane Trigonometry. The elements of plane trigonometry and solution of equations and problems. It is recommended that college algebra accompany the course.
First semester, 3 hours.

2. A. College Algebra. Complex numbers, logarithms, permutations and combinations, binomial theorem, partial fractions, determinants, Horner's method, and graphic algebra. This course must be preceded or accompanied by trigonometry.
Second semester, 2 hours.

3. B. Analytical Geometry. Points, straight lines, circles and other conic sections; transformation of co-ordinates and general equations of the second degree. Prerequisite trigonometry. Second semester, 3 hours.

4. B. Differential Calculus. Methods of obtaining the differential and the derivative, together with their significance. Recommended to be followed by 5. C.
First semester, 3 hours.

5. C. Integral Calculus. The development and use of the integral with numerous applications in practical problems.
Second semester, 3 hours.

6. B. Descriptive Astronomy. A course considering primarily the physical and historical aspects of the subject, and identification of constellations. First semester, 3 hours.

7. C. Mathematical Astronomy. Prerequisites, trigonometry, solid geometry, and course 6. Second semester, 3 hours.

8. B. Plane Surveying. Field work with level, transit, and plane table, correction of errors; drawing of contour maps. Second semester, 5 hours.

9. C. Pedagogy, Secondary Mathematics. High school algebra and geometry will be examined from the standpoint of most effective class-room presentation. First semester, 2 hours.

10. D. Advanced Differential Calculus. For those who are specializing in mathematics. First semester, 5 hours.

11. D. Advanced Integral Calculus. Second semester, 5 hours.

12. D. Advanced Courses will be given in Differential Equations, Vector Analysis, Determinants, Elliptic Integrals, Theory of Errors and Least Squares, and Hyperbolic Functions upon sufficient demand.

IX. Miscellaneous.

THEORY AND HISTORY MUSIC.

Professor Bliss.

Professor Wing.

1. A. Harmony. Notation, intervals, major and minor scales, melody writing. First semester, 2 hours.

2. A. Harmony. Continuation of melody writing, principal and subordinate triads in major and minor keys and their inversion, first, second, third and fourth class discords. Second semester, 2 hours.

3. B. Harmony. Continuation of Music 2. A. Modulation, altered chords, extraneous modulation. First semester, 2 hours.

4. B. Harmony. Completing the course and leading to harmonic analysis. Second semester, 2 hours.

5. C. Harmonic Analysis. Enabling the student to see at a glance the harmonic structure of a composition. A careful study of excerpts of many composers and nationalities. First semester, 2 hours.

6. C. Counterpoint. Principles of harmony applied to counterpoint. Second semester, 2 hours.

7. C. Counterpoint. Imitation, invention forms, free polyphonic forms. First semester, 2 hours.

8. C. Composition. Original work in simple forms.
Second semester, 2 hours.

9. C. Pedagagy and Interpretation. This course includes the principles of psychology as applied to the teaching of music and a discussion of the various methods of interpretation. Lectures and readings given either individually or in classes at the option of the Dean by the Professor in charge.
First semester, 2 hours.

10. C. Instrumentation. Study of compass, quality of tone balance and contrast of various instruments with simple exercises in arranging for orchestra.
Second semester, 2 hours.

12. D. The Fugue. Fugue, subject, response. The four voice fugue, the fugue with less or more than four parts, double and triple fugue. Second semester, 2 hours.

13. A. History Music. A study of the beginning and development of music, its various forms and instruments, with illustrations upon the Edison. First semester, 2 hours.

14. A. History Music. A continuation of course 13. A. by lecture, individual research and by illustrations upon the Edison, bringing the subject down to the present day.
Second semester, 2 hours.

15. B. Form and Analysis. A study of the structure and development of musical forms from the simplest phase to the song form with trio. First semester, 1 hour.

16. C. Form and Analysis. A continuation and completion of music 15. B. These two courses are offered for those who desire an analytic knowledge of musical composition from an intellectual and emotional standpoint.
Second semester, 1 hour.

(With four piano, two voice and one violin teachers we offer excellent facilities for those wishing private music lessons. No college credit is given for this work. But appropriate music certificates and diplomas are given. For particulars send for music catalogue).

PHYSICAL TRAINING.

Professor Maulbetsch.

***Assistants.**

Graded exercises and games to insure correct carriage, muscular vigor and healthfulness; interspersed with lectures on cause, prevention and hygienic treatment of common disorders which reduce the student's efficiency.

FOR MEN.

Professor Maulbetsch.

1. A. Physical Training. Marching, tumbling, paralliel bars, trapeze, Indian clubs, dumb-bells, etc., and lectures and quizzes. Two hours a week. First semester, 1 hour.

2. A. Physical Training. Continuation of course 1. Second semester, 1 hour.

3. A. Advanced Physical Training. Continuation of work begun in courses 1 and 2. First semester, 1 hour.

4. A. Advanced Physical Training. Continuation of course 3. Second semester, 1 hour.

5. B. Football. One season in game. First semester, 1 hour.

6. B. Basketball. One season in game. A part of first and second semesters. 1 hour.

7. B. Baseball. One season in game. Second semester, 1 hour.

8. B. Track. One season. 1 hour.

9. B. Tennis. One season. 1 hour.

10. C. Principles Coaching. Methods in coaching boy's gymnasium and athletic games. 1 hour.

FOR WOMEN.

Mrs. Maulbetsch.

1. A. Physical Training. Drills, marching, Indian clubs, dumb-bells, indoor games, etc., and lectures and quizzes. Two hours a week. First semester, 1 hour.

2. A. Physical Training. Continuation of course 1. Second semester, 1 hour.

4. A. Advanced Physical Training. Continuation of work begun in courses 1 and 2. First semester, 1 hour.

44. A. Advanced Physical Training. Continuation of course 3. Second semester, 1 hour.

5. A. Basketball. One game in season. 1 hour.

9. B. Tennis. One season in game. 1 hour.

10. C. Principles Coaching. Methods in coaching girl's gymnasium and athletic games. 1 hour.

The College of the Bible

The College of the Bible

FACULTY.

ISAAC NEWTON McCASH, A. M., LL. D., President, Lecturer on Pastoral Theology.

FRANK H. MARSHALL, A. M., Ph. D., Dean, and Professor of Biblical and Patristic Greek Language and Literature.

CLAUDE C. TAYLOR, A. M., Professor of Old Testament Languages and Literature.

HARRY D. SMITH, A. M., Professor of Practical Theology.

*FRANK A. WELLMAN, A. M., Professor of Church History and Contemporaneous Biblical History.

†CHARLES M. BLISS, Professor of Church Music.

†BERTHA E. McCAFERTY, A. B., B. O., Professor of Public Speaking.

*Professor in College of Liberal Arts.

†Professor in College of Fine Arts.

The College of the Bible

Its Aims and Purposes.

The aims of the Bible College are two-fold:

1. To afford all students an opportunity to obtain a comprehensive knowledge of the Bible as a book.

2. To train young men and women in the principles and methods of Christian service.

The purpose may also be expressed: To supplement the general instruction of the students of all departments by a liberal amount of Bible teaching, and to equip young people thoroughly for the work of pastors, evangelists, missionaries, and church workers.

In the furtherance of these designs, thorough instruction is given to all classes of Bible students. Opportunity is thus afforded for gaining such knowledge of God's word as should be possessed by every educated person. To ministerial students liberal courses are offered in the various departments of Biblical work.

The study of the English Bible occupies a prominent place in the work of the College and the Scriptures are also studied in the original tongues, large portions of the Old Testament and all of the New Testament being thus read as a part of the regular class-room work.

Effort is made to offer courses of instruction as practical as is consistent with standardized work.

Courses of Instruction

BIBLICAL AND PATRISTIC GREEK LANGUAGE AND LITERATURE.

Professor Marshall.

The aim of this department is to give a survey as broad as the limits allow, of the Jewish and Christian Greek Language and Literature from 280 B. C. to 200 A. D.

I. COURSES IN GREEK.

For the study of Biblical and Patristic Greek, no previous training in classical Greek is required. The student enters at once upon the courses indicated below, and devotes his attention exclusively to the principles of the language peculiar to the Bible. The differences between the dialects of the classical writers and that of the Hellenistic writers are so marked that better results are achieved by drilling the student first in the grammar and vocabulary of the period he desires to study. This has been proven by actual tests in the class-room. "Hellenistic proves a far shorter road than the classical grammar. It may fairly be claimed that there is much to be said for a method which, for men who have little time to spare and a great object to attain, reduces to a minimum the initial drudgery of language-learning, and in a few months enables them to read with profit greater books than Plato ever penned." (James Hope Moulton).

An effort is made in this department to familiarize the student with the entire Greek New Testament, so that he will be encouraged, after graduation, to do his general reading in the original. The Septuagint version of the Old Testament is also studied; first, because it, rather than the Hebrew Scriptures, was the Bible of many of the time of Christ, including some of the New Testament writers; second, because it is valuable collateral reading to throw light on the meaning of New Testament Greek words. For this latter reason the Greek writings of the apostolic fathers are also studied. The student may elect four years of this work.

1. B. Elementary Greek. Study of Etymology, with daily drill in composition. First semester, 4 hours.

2. B. Elementary Greek. Completion of the study of the paradigms. Composition continued. Reading of the Gospel and Epistles of John. Second semester, 4 hours.

3. C. The Gospels of Matthew and Mark. Translation, word studies, and New Testament Greek Grammar.
First semester, 4 hours.

4. C. The Gospel of Luke and Pauline Epistles. Grammar continued. Syntax, Moods and Tenses.
Second semester, 4 hours.

5 and 6. D. The Septuagint. Translations from Kingdoms, the Psalter, Isaiah, Wisdom of Jesus, and I. Maccabees'. Studies in Sweet's Introduction to the Septuagint, its grammar and history, and the relation it sustains to the Hebrew of the Old Testament and the Greek of the New Testament.
(Offered 1917-18). First and second semesters, 1 hour each.

7 and 8. D. Patristic Greek. Translation from the Didache, First Apology of Justin Martyr, selected epistles of Clement, Ignatius, Barnabas, Polycarp, Fragments of Papias, Shepherd of Hermas, with general survey of Patristic Literature until Latin became the official language of the church.
(Offered 1918-19). First and second semesters, 1 hour each.

II. COMBINED COURSES IN GREEK AND ENGLISH.

The following courses are open to students of both the Greek and English New Testament. Linguistic work will be offered for those who are prepared, but the instruction will be interpretative to such an extent as to make it profitable for those not familiar with the Greek text.

9. C. Acts of Apostles. A course of interpretation.
(Offered 1918-19). First semester, 2 hours.

10. C. The Apocalypse, and Epistles of John.
(Offered 1918-19). Second semester, 2 hours.

11. C. Romans and Galatians.
(Offered 1919-20). First semester, 2 hours.

12. C. The Miscellaneous Epistles.
(Offered 1919-20). Second semester, 2 hours.

III. COURSES IN ENGLISH.

The purpose of courses 13 and 14 is to give the student a knowledge of the four Gospels in English, with emphasis placed upon the distinctive features of each. Instruction is given by means of lectures and notes based upon the text of the American Revised Version. The student must consult the commentaries, Bible Dictionaries, and other works of reference in his preparation for the class-room.

13. B. **The Gospels of Matthew and Mark.**
First semester, 3 hours.

14. B. **The Gospels of Luke and John.**
Second semester, 3 hours.

15. D. **The Canon and Text of the New Testament.** Discussion of the manuscripts and versions of the New Testament.
(Offered 1919-20). First semester, 3 hours.

16. D. **The Theology of the New Testament.** Discussion of the teachings of the various authors.
(Offered 1918-19). Second semester, 3 hours.

CHRISTIAN DOCTRINE AND APOLOGETICS.

Professor Taylor (in charge).

1. A. **First Principles.** A statement and discussion of the fundamental teachings of the New Testament.
(Offered 1917-18). First semester, 3 hours.

2. A. **The Principles of the Restoration Movement.**
(Offered 1917-18). First semester, 3 hours.

3. B. **Apologetics.** Christianity defensively stated.
(Offered 1918-19). Second semester, 3 hours.

4. **History of Doctrine.**
(Offered 1918-19). First semester, 3 hours.

5. **History of Doctrine.** Continuation of course 4.
(Offered 1918-19). Second semester, 3 hours.

CHRISTIAN MISSIONS.

Professor Marshall.

A large Mission Study Class is conducted in the University, open to all students. The various mission fields are studied by means of texts and lectures. During the past year emphasis was placed upon the bearings of the world war upon the world's evangelization. During the coming year the class will study the non-Christian nations vitally affected by the war.

CHURCH HISTORY AND CONTEMPORANEOUS BIBLICAL HISTORY.

Professor Wellman.

The student in Church History must have as a preparation a thorough training in the history of Europe in the Middle Ages.

1. C. **General Church History.** A careful study of the development of the church, with a close observance of its influence upon the thought and policies of the various periods. For advanced students only.

(Offered 1917-18). First semester, 3 hours.

2. C. (a) **Contemporaneous Old Testament History.** A study of the rise and development of ancient nations with special reference to their influence upon the Hebrews.

(b) **The New Testament Times.** The political history of Palestine and of the Graeco-Roman world.

(Offered 1917-18). Second semester, 3 hours.

OLD TESTAMENT LANGUAGES AND LITERATURE.

Professor Taylor.

I. COURSES IN LANGUAGE.

Since a knowledge of the Old Testament is necessary to the understanding of the New Testament and since the Old Testament was written in Hebrew, a working knowledge of Hebrew, at least, is necessary to every minister who would be able to use the best commentaries and other reference works.

1. C. **Elementary Hebrew.** The essentials of grammar are mastered using the inductive method, based on the first eight chapters of Genesis. A part of the text is committed to memory and thorough drill is given in composition. Text books, William H. Harper's Method and Manual, and Elements.

First semester, 4 hours.

2. C. **Grammar and Reading.** The work of the first semester is continued and completed. A wide vocabulary is acquired and further reading is done in the book of Genesis. Text books: Baer and Delitzsch's Hebrew Bible and Davis' Lexicon.

Second semester, 4 hours.

3. D. **Historical Hebrew.** A reading course in Hebrew historical literature, centering on the Book of Samuel, with sight reading in other books; also a review of the Hebrew verb with special attention to the weak verb. Text-books same as in course 2. (Offered 1917-18). First semester, 4 hours.

4. D. **Hebrew Syntax.** Rapid reading in historical Hebrew with a careful study of Hebrew syntax and the thought processes of the Hebrew as revealed in the syntax. Text-book: Harper's Elements of Hebrew Syntax.
(Offered 1918-19). Second semester, 4 hours.

II. COURSES IN ENGLISH.

8. A. **History of Israel.** The rise of the Hebrew Nation and its contact with contemporaneous nations.
First semester, 3 hours.

9. A. **History of Israel.** Continuation of 8; a study of the Kingdom of Israel, its power, decline and fall.
Second semester, 3 hours.

10. C. **The Prophets.** A study of the prophetical books of the Old Testament, arranged in chronological order; also the prophetical element of the other books, together with the influence of the prophets upon the government and religion of Israel. (Offered 1919-20). First semester, 3 hours.

11. C. (a) **The Wisdom Literature of the Hebrews.** A study of the sages of Israel, their writings, philosophy of life and their part in moulding the conduct of the people.

(b) **The Psalter.** Classification of the Hebrew lyrics, and interpretation of the material.
(Offered 1919-20). Second semester, 3 hours.

15. D. **Old Testament Theology.** A study of the idea of God as reflected in the Literature of the Old Testament.
(Offered 1919-20). First semester, 2 hours.

16. D. **Old Testament Theology.** Course 15 continued.
(Offered 1919-20). Second semester, 2 hours.

17. B. **Old Testament Introduction.** Such subjects as the text, authorship, canonicity, manuscripts, translations, versions, and languages of the Old Testament are studied.
(Offered 1918-19). Second semester, 4 hours.

PASTORAL THEOLOGY.

President McCash.

At certain intervals during the year President McCash will give lectures to the young ministers on the office and work of the Christian pastor.

PRACTICAL THEOLOGY.

Harry D. Smith.

I. RELIGIOUS EDUCATION.

1. B. History of Religious Education. A study of the beginning of religious education, leading up to the present status of the work. First semester, 3 hours.

2. B. Material of Religious Education. A study of the various helps, systems, and literature of the Sunday School. Second semester, 3 hours.

3. C. Introduction to Philosophy. This is a general course in Philosophy, prerequisite to course 4. (Offered 1917-18). First semester, 4 hours.

4.D. Philosophy of the Christian Religion. A discussion of an attempt (a) to explain religion through nature and man, and (b) to construe Christianity through religion. (Offered 1917-18). Second semester, 4 hours.

5. C. History of Philosophy. A general survey, dealing with the leading philosophers from Thales to the present time. (Offered 1918-19). First semester, 4 hours.

6. C. Ethics. A course in the principles of the various schools of ethical theorists. (Offered 1918-19). Second semester, 4 hours.

II. HOMILETICS.

8. B. The Science and Art of Preaching. This work is both theoretical and practical. Text-books and lectures are used. First semester, 4 hours.

9. B. The Development of the Sermon. Continuation of course 9. Sermonic masterpieces are studied and sermon outlines are developed by the student. Second semester, 4 hours.

III. MINISTERIAL WORK.

1. The Minister. The work and office of the minister are given careful attention. First semester, 3 hours.

2. Church Administration. The Practical phases of church work are discussed, including finance, pastoral oversight, administration of the ordinances, conduct of funerals, marriages, etc. Second semester, 3 hours.

PUBLIC SPEAKING.

Miss McCafferty.

1 and 2. A. Public Speaking. The aim of this course is to cultivate in the student a facility and forcefulness in presenting to others his own thoughts.

Each semester, 2 hours.

Excellent facilities are offered to take additional private work leading to appropriate diploma in expression. Only a limited additional credit will be given in college. For further particulars, see the Fine Arts catalogue.

Note. For other courses open to ministerial students see College of Liberal Arts.

DEPARTMENT FOR CHURCH WORKERS.

In connection with the Bible School facilities are provided for the training of Church workers, pastoral helpers, singing, evangelists and Bible teachers in the Sunday School. The demand for trained workers of this character among the Disciples is growing and the University desires to encourage young people to prepare for this new field of Church work. A diploma will be given on completing the following curriculum:

Curriculum for Church Workers.

English Bible, New Testament	2 hrs.
History of Teachings of the Disciples of Christ	2 hrs.
Sacred Music and Choral Singing	2 hrs.
Solo Singing	2 hrs.
History of Missions	1 hr.
Bible School Pedagogy	4 hrs.
Typewriting	4 hrs.

Self Help.

Nearly all Ministerial students are compelled to work their way through college in some way or another. It is our purpose to assist such persons in every possible way. For a description of the opportunities offered for self help, see articles on "Matters of Interest to Self-Supporting Students," which will be found on a subsequent page.

Student Preaching.

While it would be best for ministerial students to refrain for the most part from preaching until near the completion of

the college course, yet in many cases this seems practically impossible. Many students must make their expenses while in school by preaching, or drop out of school and earn money to continue their work or abandon the idea of securing the necessary education. Enid is, fortunately, so situated that it offers excellent opportunities for student preaching. Railroads running eleven different directions bring many churches within reach. There are many churches now without preachers, that can be reached by students going out on Saturday and returning Monday. Students, however, should be modest in their expectations, live economically, and not try to make more than enough to defray actual expenses. As a rule, once every two weeks is as often as a student ought to go away to preach.

The Ministerial Association.

This organization consists of all the students for the ministry, together with several members of the Faculty who are ministers. Regular meetings are held and programs are given. Occasionally prominent lecturers are brought to the University under the auspices of the Association.

Note. Every ministerial student is required to join the Association, and attend monthly meetings regularly. This is a condition of receiving the benefit of the special ministerial rate on tuition.

SPECIAL LECTURER.

Dr. Frederick D. Kershner, Cincinnati, Ohio, gave a series of lectures to the Ministerial Students on "The Preacher and Books, Sermonic and Social Literature," covering a period of a week.

During the coming year other noted lecturers will be invited to address the students on vital themes related to the ministry.

Pulpit Supply.

No efforts are spared to assist ministerial students to secure work among the churches. To this end, the Executive Committee of the Ministerial Association collects all possible data from the churches needing preachers, and is able to furnish regular work for practically all students who are prepared to

preach. The Executive Committee consists of three professors and the officers (students) of the association. Churches needing preachers are invited to correspond with the Dean. At present a large number of competent, experienced men are filling pulpits within a radius of 150 miles of Enid.

Endorsement by the Church.

Every student who desires to take advantage of the Ministerial rates in tuition should bring with him or her a letter of recommendation from the local congregation in which membership is held. No student will be classed as ministerial whose diligence is not approved, and whose character is not above reproach.

Timothy Club.

This club is composed of a number of ministerial students who find it necessary to reduce expenses to the lowest possible point. A limited number of students can borrow from our loan fund a sufficient amount to cover expense. A number of churches in Oklahoma and Kansas have furnished enough funds to support one of these young men. This becomes a loan fund. The student agrees to return the money after he is out of school. No interest is charged on this money while the student is in school, but 6 per cent is charged after he leaves school until the money is returned.

Student Activity Fee.

Each student pays an additional fee of $4.00 per semester, which gives him the privilege of gymnasium instruction and free admission to all athletic contests and debates, thus saving him considerable during the year.

Co-operative Club.

There is, in successful operation, a club of ministerial students near the University, where good table board was secured during the past year for $3.00 a week, with reduction for meals missed by those going away on Sundays to preach. Furnished rooms were secured at 50 cents per week, with fuel extra. A similar arrangement, in prices, will be effected during the coming year, if possible.

School of Education

The School of Education

ISAAC NEWTON McCASH, LL. D., President.

SAMUEL H. HORNE, A. M., Dean, Professor of Psychology and Education.

JAMES W. TYLER, A. M., Professor of Education and Psychology.

EDSON D. PRICE, A. M., Associate Professor of Education.

*ARTHUR F. REITER, M. S., Professor of Physics and Chemistry.

*ROY WOLFINGER, A. M., Professor of English.

*MAGDALINA STUKEY, A. M., Professor of German.

*FRANK WELLMAN, A. M., Professor of History.

*G. W. TIDD, Professor of Mathematics.

†————Professor of Biology.

†JOHN C. LAPPIN, A. B., Instructor in English.

†TEMPE E. ALLISON, A. B., Instructor in Latin and German.

†HILMA MILLER, B. S., Instructor in Applied Arts and Home Economics.

†WYNNE E. PLOPPER, A. B., Instructor in Mathematics.

†J. CLIFFORD SHIRLEY, A. B., Instructor in Natural Science.

†WM. L. E. SHANE, A. B., Instructor in English, Education, and Review Subjects.

§————Instructor in Manual Training.

†NELLE MAY COOKE, A. B., Instructor in History and Civics.

**CHARLES M. BLISS, Instructor in Music.

JOHN F. MAULBETSCH, A. B., Instructor in Physical Training.

* Professor in College of Liberal Arts.
† Instructor in High School.
** Professor in College of Fine Arts.

Purpose and Method of the School of Education. The primary aim of the School of Education is to meet the rapidly increasing demand for trained teachers. This training has a two-fold object: (1) To ground the prospective teacher in a thorough knowledge of the fundamentals; and (2) to acquaint him with sound pedagogical principles and with the application of these principles to the growing minds of children.

Now experience has demonstrated these truths: (1) We cannot teach others the things we do not ourselves know; (2) Methods and principles are most easily and naturally acquired in connection with the learning of subject matter. We usually teach as we are taught. Hence it will be the conscious aim of all instructors to employ in class instruction only those methods upon which experience and pedagogical science has placed the stamp of approval. Thus, while the student is acquiring the subject matter, he is also, though unconsciously, perhaps, learning the best methods of presenting it to the growing mind. The importance of this fact to the prospective teacher cannot be overestimated.

The Science of Education. However indispensable a fundamental knowledge of content, and however useful empirical methods of presentation may be, still the true teacher will seek to understand the psychology of the growing child, and will demand to know the laws and principles that underlie the most simple as well as the most complex procedure of the school room.

General Culture Value of Educational Subjects.

But let it not be understood that these subjects are of interest and value to the prospective teacher only; from the standpoint of culture and systematic mental discipline they take high rank with other academic subjects. It is advised therefore that students, even though they do not look forward to teaching, make liberal use of these subjects in choosing electives.

Degree in Education.

Students who have received credits for one hundred and forty semester hours, exclusive of the requirements in Physical Training and who have met all the requirements of the College of Liberal Arts for the degree of Bachelor of Arts and who have met all the requirements prescribed by the School of Education will be given both the degree Bachelor of Arts, and Bachelor of Science in Education.

STATE RECOGNITION OF PHILLIPS UNIVERSITY.

The high standard of the work done in Phillips University is shown by the recognition it has received at the hands of the State Boards of Education of Oklahoma and Kansas, by placing it on the list of approved institutions, as is witnessed by the following letters:

STATE BOARD OF EDUCATION.

Oklahoma City, Okla., Jan. 16, 1917.

Pres. I. N. McCash,
Enid, Oklahoma.

Dear Sir:

The State Board of Education grants the following recognition towards certification of teachers to Phillips University.

1st. A life High School certificate to graduates who have completed twenty-four hours in education and psychology.

2nd. Special college certificate valid for two years to students of Phillips University who have completed two years of work in the university with the required work in education.

3rd. A State Elementary School certificate valid for two years to students completing one year in the university who have had the work required in education and psychology and have declared their intentions on entrance upon work for such certificates.

4th. Grades made in Phillips University are accepted in lieu of examinations in equivalent subjects on all certificates issued in Oklahoma.

Yours truly,
(Signed) LESLIE T. HUFFMAN,
Secretary.

Topeka, Kansas, April 10, 1914.

Dear Sir:

I am pleased to inform you that at a meeting of the Kansas State Board of Education of this date, your application for the approval of Phillips University was granted, and accordingly the University will be placed on the list of accredited instntutions and your graduates will have the privilege of applying for state certificates on the same terms as graduates from institutions in the state.

(Signed) W. D. ROSS,
State Superintendent Public Instruction.

COURSES OF INSTRUCTION

The following courses of study in Education are designed to give to all who are preparing to teach, a general survey of the history, organization, and underlying principles of educational theory and practice. Students pursuing courses in other departments of the university will find it profitable to choose electives from the following courses.

Some courses are offered only in alternate years; some will be offered every year.

1. A. **Introductory Psychology.** This course is designed for Freshmen. Psychology will be presented from the physiological viewpoint, with the hope of making the course basic for the future courses in Psychology. 4 hours.

2. A. **Educational Psychology.** A study of the organizations developed in the nervous system and in the consciousness through school training in the various subjects taught. An investigation of the elements and principles of the learning process, the correlation of studies, motor training, etc.
Second semester, 3 hours.

3. B. **Rural Education.** A course designed for teachers expecting to teach in the rural schools. No teacher is quite prepared for any phase of educational work who is unacquainted with rural school work. This course will embrace a thorough study of the best that is being done in rural schools today. Second semester, 2 hours.

4. B. **Philosophy of Education.** A discussion of the correlation of modern educational theory and practice in their biological, sociological, and psychological bearings. The chief topics studied are: heredity, habit, memory, volition, the aestheic nature, judgment, imagination and the so-called culture epochs. First semester, 4 hours.

5. B. **History of Education.** A general survey of the whole field from ancient times to the modern period; including a discussion of the main features of Oriental, Greek, Roman, Early Christian, Mediaeval, Renaissance, and Modern Education. Second semester, 4 hours.

6. A. **Child-Study.** A course treating of the development of the child from earliest years of childhood through the preadolescent, and the adolescent periods to maturity. Some of the main topics studied are physical growth and development, relative influence of heredity and environment, instincts and their pedagogical value, intellectual development, etc.
First semester, 4 hours.

7. C. Advanced Educational Psychology. A general course but intensive, with prerequisites in Psychology and Junior standing. Alternate years. Not offered 1918-19.
Second semester, 4 hours.

8. D. Social Education. A study of Education in its social aspects. First semester, 2 hours.

9. C. Administration and Supervision. A presentation of some of the principles and methods of efficient management and supervision.
Second semester, 2 or 3 hours.

10. B. Technique of Teaching. A study of the principles underlying effective class-instruction. The routine of teaching, and the general principles governing the use of text-books, securing attention and interest, applying tests, etc.
Second semester, 2 hours.

10. B. Educational Measurements. A study of statistical methods and their application to school problems.
Second semester, 2 hours.

12. D. Psychology of the High School Subjects. A study of the psychological principles and mental processes involved in the learning of the subjects of the High School curriculum.
First semester, 2 hours.

NORMAL COLLEGE COURSES LEADING TO LIFE DIPLOMA.

The 1917 Oklahoma Legislature passed a law making it possible for accredited colleges and universities, by submitting approved Normal courses of study to the State Board of Education, to offer diplomas under the same terms as the Oklahoma State Normal Schools.

The following courses have been approved by the State Board of Education for Oklahoma. Students satisfactorily completing any one of them will be entitled to receive a State Life Diploma. The student should, in consultation with the Dean, select and consistently follow one of the courses throughout his two years of work.

NORMAL COLLEGE COURSES.

Life Diploma.

I. ACADEMIC COURSE.

Freshman Year.

First Semester.

Introductory Psychology	4 hrs.
College Rhetoric	5 hrs.
Elective	3 hrs.
Elective	3 hrs.
Total	15 hrs.

Second Semester.

Educational Psychology	3 hrs.
General Pedagogy	2 hrs.
Adv. English Grammar	2 hrs.
Argumentation and Debate	2 hrs.
Elective	3 hrs.
Elective	3 hrs.
Total	15 hrs.

Sophomore Year.

First Semester.

Pedagogy Common Branches	2 hrs.
History of Education	4 hrs.
Observation and Practice	3 hrs.
Elective	4 hrs.
Elective	3 hrs.
Total	16 hrs.

Second Semester.

Philosophy of Education	4 hrs.
Rural Education	2 hrs.
Observation and Practice	3 hrs.
Elective	4 hrs.
Elective	3 hrs.
Total	16 hrs.

II. ENGLISH—FOREIGN LANGUAGE COURSE.

Freshman Year.

First Semester.

Introductory Psychology	4 hrs.
College Rhetoric	5 hrs.
Elective (English)	3 hrs.
Elective (Language)	5 hrs.
Total	17 hrs.

Second Semester.

Educational Psychology	3 hrs.
General Pedagogy	2 hrs.
Advanced English Grammar	2 hrs.
Argumentation and Debate	2 hrs.
English Elective	3 hrs.
Language Elective	5 hrs.
Total	17 hrs.

Sophomore Year.

First Semester.

Pedagogy Common Branches	2 hrs.
History of Education	4 hrs.
Observation and Practice	3 hrs.
English Elective	3 hrs.
Language Elective	3 hrs.
Total	15 hrs

Second Semester.

Philosophy of Education	4 hrs.
Observation and Practice	3 hrs.
English Elective	2 hrs.
Language Elective	2 hrs.
Pedagogy of English	2 hrs.
Pedagogy of Language	2 hrs.
Total	15 hrs.

III. HOME ECONOMICS—MANUAL TRAINING COURSE.

Freshman Year.

First Semester.

Introductory Psychology	4 hrs.
College Rhetoric	5 hrs.
Home Economics, or Manual Training	4 hrs.
Elective	3 hrs.
Total	16 hrs.

Second Semester.

Educational Psychology	3 hrs.
General Pedagogy	2 hrs.
Advanced English Grammar	2 hrs.
Argumentation and Debate	2 hrs.
Home Economics or Manual Training	4 hrs.
Elective	3 hrs.
Total	16 hrs.

Sophomore Year.

First Semester.

Pedagogy Common Branches	2 hrs.
History of Education	4 hrs.
Observation and Practice	3 hrs.
Home Economics, or Manual Training	4 hrs.
Elective	3 hrs.
Total	16 hrs.

Second Semester.

Philosophy of Education	4 hrs.
Observation and Practice	3 hrs.
Home Economics, or Manual Training	4 hrs.
Electives	5 hrs.
Total	16 hrs.

IV. MUSIC—ART COURSE.

Freshman Year.

First Semester.

Introductory Psychology	4 hrs.
College Rhetoric	5 hrs.
Music, or Art	5 hrs.
Elective	2 hrs.
Total	16 hrs.

Second Semester.

Educational Psychology	3 hrs.
General Pedagogy	2 hrs.
Advanced English Grammar	2 hrs.
Argumentation and Debate	2 hrs.
Music, or Art	5 hrs.
Elective	2 hrs.
Total	16 hrs.

Sophomore Year.

First Semester.

Pedagogy of Common Branches	2 hrs.
History of Education	4 hrs.
Observation and practice	3 hrs.
Music, or Art	4 hrs.
Elective	3 hrs.
Total	16 hrs.

Second Semester.

Philosophy of Education	4 hrs.
Observation and Practice	3 hrs.
Music, or Art	5 hrs.
Elective	4 hrs.
Total	16 hrs.

COURSES IN METHODS OF TEACHING.

The following courses in special methods of teaching are offered in other departments of the University:

12. **Pedagogy of English.** Intended primarily for teachers of English in High schools. See English 17.
Professor Wolfinger.

13. **Pedagogy of German.** See German 11.
Professor Stukey.

14. **Pedagogy of Physics.** See Physics.
Professor Reiter.

15. **Pedagogy of Chemistry.** See Chemistry.
Professor Reiter.

16. **Pedagogy of Physiology.**

17. **Pedagogy of Zoology.** See under Biological Sciences.

18. **Pedagogy of Mathematics.** See Mathematics.
Professor Tidd.

19. **Pedagogy of History.** See History 12.
Professor Wellman.

University High School

University High School

(Member North-Central Association of Colleges and Secondary Schools).

FACULTY.

ISAAC NEWTON McCASH, LL. D., President, Phillips University.

WM. L. E. SHANE, A. B., Principal, Instructor in Education and Review Subjects.

JOHN C. LAPPIN, A. B., Instructor in English.

WYNNE E. PLOPPER, A. B., B. S. in Ed., Instructor in Mathematics.

HILMA MILLER, B. S., Instructor in Applied Arts and Home Economics.

JAMES CLIFFORD SHIRLEY, A. B., Instructor in Natural Sciences.

TEMPE ALLISON, A. B., Instructor in Latin and German.

NELLE MAY COOKE, A. B., Instructor in History.

*CLAUDE R. NEWCOMB, Instructor in Music.

*JOHN F. MAULBETSCH, B. S., Instructor in Physical Training.

**————Instructor in Manual Training.

** To be supplied.

* Also instructor in college.

The High School

The University High School covers the work done in the best High Schools whose curriculum embraces four years of instruction. Students are advised to pursue four subjects each year, and are discouraged from undertaking more.

Diplomas.

Those who complete successfully the work of the High School are granted a diploma bearing the seal of the University. The diploma stands for the standard of scholarship maintained by the North Central Association. The holder will be admitted to the freshman year of the College of Liberal Arts in the standard universities, without conditions or examinations.

Entrance Requirements.

Students coming from other schools must present at time of entering a certified list of subjects for which they desire to receive credit. Otherwise, examinations may be necessary. The preparation required of all students for entering the First Year will cover the work of the common schools of the state, including satisfactory completion of the eighth grade.

Requirements for Graduation.

1. **English.**
   - (a) Composition ---------- 1 unit
   - (b) Rhetoric ---------- 1 unit
   - (c) English or American Literature ---------- 1 unit
2. **Mathematics.**
   - (a) Elementary Algebra ---------- 1 unit
   - (b) Plane Geometry ---------- 1 unit
3. **One Foreign Language** ---------- 2 units
   (Latin, German, French, Greek or Spanish).
4. **Two Elective Groups, each of not less than** ---------- 2 Units
   Selected from the following:
   - (a). Social Studies (Not more than 4 units allowed).
     - Ancient History ---------- 1 Unit
     - Modern History ---------- 1 Unit
     - English History ---------- ½ Unit
     - American History ---------- ½ Unit
     - American Government ---------- ½ Unit
     - Social Science ---------- ½ Unit

(b). Natural Science (Not more than 4 units).
General Science ----------1 Unit
*Botany ----------1 Unit
Physical Geography ----------½ Unit
Geology ----------½ Unit
Physiology ----------½ Unit
Sanitary Science ----------½ Unit

(c). Practical and Fine Arts (Not more than 6 units-.
Drawing ----------½, 1 or 2 Units
Manual Training ----------1 or 2 Units
Domestic Science ----------½, 1 or 2 Units
Commercial Subjects ----------½, 1 or 2 Units
Agriculture ----------1 Unit
Pedagogy ----------½ Unit
Psychology ----------½ Unit

5. **Electives** ----------5 Units
Subject to the above limitations, making a total of ----------16 Units

Definition of Unit.

A Unit in the University High School is a single subject reciting not less than 36 weeks, four times a week, each recitation being 60 minutes. This is the equivalent of a subject reciting five times each week, each recitation being 45 minutes.

A Half Unit is a single subject reciting as above, but being completed in 18 weeks (one semester).

Two hours of Laboratory work count as one hour of recitation.

Curriculum.

The following curriculum conforms to the requirements of the North-Central Association of Colleges and Secondary Schools.

First Year. Subjects	No. Hrs. Per Week.
Elementary Algebra, one unit	4
Composition, one unit	4
Physical Geography and Geology, one unit	4
First Year Latin, one unit	4
Ancient History, one unit	4
Mechanical Drawing, ½ unit (two semesters)	4

* Required of all students during 1918-19.

Second Year.

Plane Geometry, one unit 4
Rhetoric and Composition, one unit 4
Bible History, one unit 4
Latin, Second Year, Caesar, one unit 4
German, First Year, one unit 4
Free Hand Drawing, ½ unit (two semesters) 4
Modern History, one unit 4
Domestic Science and Art, one unit (recitation and laboratory) 6
Manual Training, one unit 8
General Science, (recitation and laboratory one unit 4

Third Year.

English Literature, one unit 4
English History and Social Science, one unit 4
Physiology, ½ unit (recitation anl laboratory) 6
Hygiene and Sanitation, ½ unit (recitation and laboratory) 6
German. Second Year, one unit 4
Latin, Cicero, one unit 4
Commercial Arithmetic and Bookkeeping, ½ unit each ..... 4 and 5
Agriculture (recitation and laboratory) one unit 6
Manual Training, Second Year, one unit 8
Domestic Science and Art, one unit (recitation and laboratory) Second Year 6
Oklahoma History and Civics, ½ unit 4

Fourth Year.

Solid Geometry, and Algebra, ½ unit each 4
Botany, one unit (recitation and laboratory) 6
American History and Government, one unit 4
Normal Review of Common Branches, one unit 4
Pedagogy and Psychology, one-half unit each 4
American Literature, one unit, or 4
History of Literature, one unit 4
Latin, Virgil, one unit 4

(Choose four units each year).

Electives from the Commercial Branches.

Not more than two units may be offered from the following: Commercial Arithmetic, Commercial Law, Business Spelling and Correspondence, one-half unit each; Bookkeeping, completed course, one or two units; Stenography and Typewriting, completed course, two units (no credit for either alone).

(Choose four units each year).

Total Electives from Practical and Fine Arts.

Of the 16 units required for graduation, a total of six units may be chosen from the following: Free-hand Drawing, Mechanical Drawing, Commercial Branches (see above), Agriculture, Domestic Science and Art, and Manual Training. Credit in Music, Bible, Gymnasium, Normal Review Subjects, given only on the 16th unit in the regular High School course. Ten units must be chosen from subjects not included in this group.

Courses of Instruction

APPLIED ARTS AND HOME ECONOMICS.

Miss Miller.

First Year.

A. Mechanical Drawing. Construction of plane figures leading to complicated drawings. First semester, 4 hours.

B. Mechanical Drawing. Course A. continued with color work. Second semester, 4 hours.

Second Year.

C. Free Hand Drawing. This course teaches observation of form and color, and trains the eye and the hand to work with the mind. First semester, 4 hours.

D. Free Hand Drawing. Continuation of course C. Water color, pastel, and ink work added. Second semester, 4 hours.

E. Domestic Art.. In this course the primary principles of sewing are taught, which include all kinds of stitches, patch work, drafting and cutting or apron patterns, simple dress and domestics. Each student will be required to keep and make an outline note book, presenting each step of work done. Reference work required, with text.

First semester, 2 hours theory and 4 hours laboratory.

F. Domestic Science. This course teaches the primary principles and combinations of cookery, which include the complete study of carbohydrates, minerals and proteins. Experiments are carried out in class to prove each step.

Second semester, 2 hours theory and 4 hours laboratory.

Third Year.

G. Food and Its Preparation. An introduction to the study of foods. Emphasis is placed on methods of preparation and the influence of these methods on structure and general composition of foods. All students are required to provide a wash dress for laboratory work. Cook aprons are made in class. Reference work required in all branches studied. Note book required with text.

First semester, 2 hours theory and 4 hours laboratory.

H. Advanced Cooking. This is a continuation of Course G, with emphasis placed on skillful manipulation. Demonstra-

tion cooking and serving for large and small groups are included.

Advanced courses in Home Economics will be offered.

Second semester, 2 hours theory and 4 hours laboratory.

EDUCATION.

Mr. Shane.

A. Pedagogy. A course in methods and management.

First semester, 4 hours.

B. Psychology. An elementary course in psychology. Courses A. and B. are open only to fourth year students, and are required for teachers' certificates.

Second semester, 4 hours.

C. Normal Review of Common Branches. This course embraces a review of six weeks each of the following subjects: Physiology and Sanitation, Grammar, and Reading.

First semester, 4 hours.

D. Course C, continued. Review of Penmanship and Spelling, Arithmetic, and Geography.

Second semester, 4 hours.

Normal Training Course: The following is suggested as a model course for Normal Training students:

First Year.

English I. ---------- one unit
Latin I. ---------- one unit
Algebra I. ---------- one unit
Ancient History ---------- one unit

Second Year.

English II. ---------- one unit
Latin II. ---------- one unit
Plane Geometry ---------- one unit
Modern History ---------- one unit

Third Year.

English III. ---------- one unit
*Agriculture ---------- one unit
*Manual Training or Domestic Science ---------- one unit
Social Science ---------- one-half unit
Free-hand Drawing ---------- one-half unit

Fourth Year.

*Pedagogy ---------- one-half unit
*Psychology ---------- one-half unit
*American History and Government ---------- one unit
Botany ---------- one unit
*Reviews ---------- one unit

* Required by the State Board of Education.

Observation and Practice Teaching: All students taking the normal training course must do observation work in all the grades. The equivalent of one hour a day must be devoted to observation, practice teaching and lesson planning.

Normal Training Certificates.

The state laws of Oklahoma authorize the State Superintendent to issue certificates to graduates of high schools approved by the state superintendent, which certificates permit them to teach in the common schools of Oklahoma for a period of two years. Phillips High School is among the approved schools.

Required Subjects.

"(a). Normal Training Courses shall be elective and must be given in the eleventh and twelfth grades. Graduates of this course must complete at least sixteen high school units which shall include the units prescribed by the State University.

"(b). The Normal Training Course shall consist of at least one-half unit in the science of teaching; one-half unit in Psychology; one full unit in American History and Government; one full year's work in Agriculture with laboratory and demonstration work giving especial emphasis to school gardens and practice, not to be offered earlier than the eleventh grade; not less than one full unit in Domestic Science for girls and not less than one full unit in Manual Training for boys to be given during any year of the high school course; and one full unit in review courses of six weeks each, to include the following subjects in the order named: Psychology and Sanitation, Grammar, Reading, Penmanship and Spelling, Arithmetic and Geography."

General Requirements.

"(a). Regular students above the tenth grade or graduates of any high school shall be eligible to take this course. All high school graduates must be certified by the school graduating the student.

"(b). The City Superintendent is required to certify under oath on blanks which will be furnished by the State Superintendent the courses completed by each applicant for a certificate, with the standing on a basis of 100 per cent.

"(c). No certificate will be issued to an applicant unless recommended by the City Superintendent as being a person having the essential qualifications of a teacher, which recommendation shall be indicated on the face of the certificate when issued." (Extracts from "Outlines of Requirements for Normal Training, High Schools," Etc.)

ENGLISH.

Mr. Lappin.
*** Assistant.**

First Year.

A. Composition. The beginning of High School English. Careful review of Advanced Grammar, exercises in oral and written composition required. Classics: "Quentin Durward," "Lady of the Lake," "Hiawatha," and others chosen by the instructor. New Practice Book—Hitchcock.
First semester, 4 hours.

B. Course A. Continued. Classics: "Twice Told Tales," "Vision of Sir Launfal," "Merchant of Venice," and others chosen by the instructor. Second semester, 4 hours.

Second Year.

C. Rhetoric. Thorough drill in composition and the principles of Rhetoric. Classics: "Tale of Two Cities," "Rise of Silas Lapham," "Idylls of the King," and others suitable for class study and discussion. Themes, both oral and written, required at least twice a week. Text, "New Composition and Rhetoric," Herrick and Damon. First semester, 4 hours.

D. English C. Continued. Classics: "Macbeth," "Sketch Book," "Childe Harold," and others as assigned.
Second semester, 4 hours.

Third Year.

E. English Literature. Chaucer to Pope. Classics chosen by instructor to suit the class standing, according to College entrance requirements, from Milton, Tennyson, Browning, Byron, Wordsworth, and others. Text, "English Literature," Long.
First semester, 4 hours.

F. English E. Continued. Pope to Kipling. Classics chosen from Carlyle, DeQuincey, Lamb Hazlitt, Shakespeare, and Johnson. Second semester, 4 hours.
*To be supplied.

Fourth Year.

G. American Literature. John Smith to O. W. Holmes. Classics chosen from Brown, Mather, Hawthorne, Poe, Longfellow, and Lowell. Text, "American Literature," Long.
First semester, 4 hours.

H. English G. Continued. Classics from Whittier, Bryant, Lanier, Clemens, Van Dyke, Hale, Howells, Emerson and Riley. Second semester, 4 hours.

GERMAN.

Miss Allison.

First Year.

A. First German. Text, Walter and Krause. Beginning German. A study of the essentials of German by the conversational method. Emphasis laid on speaking the language. First semester, 4 hours.

B. Continuation of Course A. Text completed, conversations, and reading. Second semester, 4 hours.

Second Year.

C. Second German. Text, Walter and Krause German Reader and selected classics. First semester, 4 hours.

D. Continuation of Course C. Conversation and grammar continued, and selected readings. Second semester, 4 hours.

HISTORY.

Miss Cook.

Mr. Shane.

First Year.

A. Ancient History. A course with special reference to the history of Greece, with an introductory study of the more ancient nations. Text, West's Ancient World. First semester, 4 hours.

B. Ancient History. History of Rome, and chief events of the early Middle Ages, down to the death of Charlemagne (814). In courses A. and B. the student is required to prepare historical outlines and maps, and to read about 300 pages of collateral. West's Ancient World completed. Second semester, 4 hours.

Second Year.

C. Old Testament History. A general survey of the books of the Old Testament, with emphasis placed upon the history of Israel. Text, The American Revised Bible with elected helps. First semester, 4 hours.

D. New Testament History. A general survey of the books of the New Testament, with special study of the Life of Christ and the Apostolic Age. Second semester, 4 hours.

E. Mediaeval and Modern History. European history from the death of Charlemagne. Text, West's Modern World. First semester, 4 hours.

F. Modern History. European history continued to the present time. Required reading 300 pages of collateral material, historical outlines, and map analysis. West's Modern World completed. Second semester, 4 hours.

Third Year.

G. English History. A short course in English history, giving a general survey of the subject. First semester, 4 hours.

H. Social Science. An introduction to the study of sociology. Second semester, 4 hours.

I. Oklahoma History and Civics. This is a teachers course intended to meet the requirements for teachers' certificates. First semester, 4 hours.

Fourth Year.

J. American History and Government. Text, Channing's Student's History of the United States, and Ashley's American Government. This work must not be taken before the third year, and the student is advised to take it during the fourth. First semester, 4 hours.

K. American History and Government. Course J. completed. Second semester, 4 hours.

LATIN.

Miss Allison.

First Year.

A. First Latin. Text, Latin Lessons—Smith. A study of Latin Grammar as an introduction to following courses in Caesar. Special emphasis given to relation of English to Latin in derivations and root meanings of words. First semester, 4 hours.

B. Continuation of Course A. First Book in Latin completed. Prose composition. Second semester, 4 hours.

Second Year.

C. Caesar's Gallic War. Books 2 and 3. Johnston and Sanford's text. Bennett's Latin Grammar and Latin Writer. First semester, 4 hours.

D. Continuation of Course C. Caesar, Books 1 and 4. Grammar and Prose Composition Study continued. Second semester, 4 hours.

Third Year.

E. Cicero's Orations Against Catiline, 1-4. D'Ooge's Selected Orations used as text. Grammar and Prose Composition based upon reading. First semester, 4 hours.

F. Cicero's Orations. Poet Archias and Manilian Law. Grammar and Prose Composition continued. Second semester, 4 hours.

Fourth Year.

G. Virgil's Aeneid Books 1-2. The study of Latin Poetry and Meter. First semester, 4 hours.

H. Virgil's Aeneid. Books 4-6. Continuation of Course G. Second semester, 4 hours.

MANUAL TRAINING.

First Year.

A. A Course in Beginning Woodwork. Study of tools, their uses, names of parts, adjustment, and sharpening; joints, increasingly complex will be worked out and their application made in useful articles of furniture; wood-finishing.

Mechanical drawing, one day each week. The theory of orthographic projections studied. Working drawings correlated directly with the work at the bench. First semester, 8 hours.

B. Course A. Continued. Second semester, 8 hours.

Second Year.

C. Cabinet Making. Cabinet, table and desk construction. Factory methods studied and applied to the work. Visits will be made to industrial plants. An endeavor will be made to do some commercial work. Advanced work in wood-finishing will be given. Layouts and all necessary detail drawings of the shop problems will be made. First semester, 8 hours.

D. Carpentry and Concrete Work. An effort will be made to study house construction by actual construction of a building on a permanent site, or small models or parts of a building will be made in the shop. Concrete work will be taught by construction of practical projects. Various components of concrete and their respective values will be studied. Various mixing proportions and mold construction. Second semester, 8 hours.

MATHEMATICS.

Mr. Plopper.

First Year.

A. Algebra. Fundamental operations, factoring, fractions, and an introduction to simple equations. Text: Slaught & Lennes, "Complete Algebra." First semester, 4 hours.

B. Algebra. Simple and simultaneous equations, involution, theory of exponents, radicals, and quadratic equations. Text, Same as A. Second semester, 4 hours.

Second Year.

C. Plane Geometry. Rectilinear figures, circles, proportional lines and similar polygons. Logical sequence of thinking, and accuracy of expression will be emphasized. Text, Wentworth-Smith's Plane Geometry. First semester, 4 hours.

D. Plane Geometry. Comparison and measurement of polygons, regular polygons, and circles, and a complete review of the entire subject by the demonstration of original propositions. Text, Same as C. Second semester, 4 hours.

Third Year.

E. Commercial Arithmetic. A strong course in advanced arithmetic; the study of the fundamental principles of arithmetic with special emphasis laid upon the application of these principles to the solution of practical business problems. Prerequisites, courses A. B. C. D. First semester, 4 hours.

F. Bookkeeping. The theory and practice of bookkeeping with its application to the commercial world—banking, business-practice, etc. Second semester, 4 hours.

Fourth Year.

G. Solid Geometry. Lines, planes, polyhedrons, spheres, and original propositions. Text, Wentworth-Smith's Solid Geometry. First semester, 4 hours.

H. Algebra. Ratio, proportion, variation, progressions, imaginary and complex numbers, inequalities, variables and limits, binomial equations, logarithms, undetermined coefficients, determinants and graphic algebra. Text, Slaught & Lennes' Complete Algebra. Second semester, 4 hours.

MUSIC.

Mr. Newcomb.

The course in music for the high school is designed to give the student the practical knowledge of music, to enable him to read at sight and to prepare him to teach such music as is used in the average grade and high schools.

A. Sight Singing. Names of keys and how designated by the signature. Solfeggio. Interval reading. Sound relationship. Modulation. Time. Rhythm. Notes. Rests. Major and Minor scales. First semester, 4 hours.

B. Solfeggio, Continued. Sight reading of simple music. Chord building. Text used, Popular Method of Sight-singing by Frank Damrosch. Second semester, 4 hours.

NATURAL SCIENCE.

Mr. Shirley.

Laboratory. For general science work, the High School is well equipped. A large room is devoted exclusively to laboratory work. The equipment consists in prepared natural specimens, slides, high power microscopes, casts, charts, manikin, etc. A good skeleton also is available.

First Year.

A. Physical Geography. The earth as a member of the solar system; its form, size, movement; the origin, development, and classification of land forms and their casual relations to social and economic conditions. Observational work required. First semester, 4 hours.

B. Geology. An easy text in elementary geology is used showing the structure of the earth's crust, origin of mountains, islands, coral reefs, glaciers, etc. The class room work is supplemented by field excursions in order to place the student in contact with the most common geological phenomena. Texts: Shaler and Heilprin. Note-book and drawings required. Second semester, 4 hours.

Second Year.

C. General Science. This course includes a general survey of science. In addition to the text, laboratory experiments will be conducted in physical and biological sciences. First semester, 4 hours.

D. General Science. Continuation of course C. A full note-book is required in these courses. Second semester, 4 hours.

Third Year.

E. Physiology. An intensive course with full laboratory work. Note books and drawings required. Text: Martin's Human Body, (briefer course), supplemented by Conn and Buddington's Advanced Physiology. First semester, 6 hours.

F. Hygiene and Sanitation. A course in applied Physiology and Hygiene. Laboratory and observation work, and note book required. Second semester, 6 hours.

G. Agriculture. This work is designed to meet the state requirements for teachers. Text and reference works will be used. Practical demonstrations in laboratory and field garden. Full note book required. First semester, 6 hours.

H. Agriculture. Continuation of course G. Second semester, 6 hours.

Fourth Year.

I. Botany. A life history of various types of plants, selected from the principal groups. Study of roots, stem and leaf, buds, branches, flowers, pollination, seeds, various groups of algae, fungi, lichens, mosses and liverworts. Text: Bergan and Caldwell. First semester, 6 hours.

J. Botany. The pteridophytes, gymnosperms, angiosperms, flowering plants, timber, plant breeding and ecology. Second semester, 6 hours.

Note.—In the laboratory classes about two-fifths of the time will be devoted to recitations, and three-fifths to experimental work in the field and laboratory. A careful note book will be kept by the student, with drawing and notes of all original work.

PHYSICAL TRAINING.

Mr. Maulbetsch.

A. Elementary Course for Boys. Work in the Gymnasium, consisting of tumbling, parallel bars, trapeze, rings, Indian clubs, dumb-bells, military, etc. Foot ball, basket ball, base ball or track work may be substituted for this course. First semester, 2 hours.

B. Course A. Continued. Second semester, 2 hours.

C. Elementary Course for Girls. Drills, marching, Indian clubs, dumb-bells. Basket ball teams will be organized; also other indoor games will be played. First semester, 2 hours.

D. Course C. Continued. Second semester, 2 hours.

Second Year.

E. Advanced Course for Boys. More complicated work will be offered, based upon Courses A. and B. Lectures on various health problems. First semester, 2 hours.

F. Course E. Continued. Second semester, 2 hours.

G. Advanced Course for Girls. More complicated work in the gymnasium, based upon Courses C. or D. Lectures on various health problems by lady instructor. First semester, 2 hours.

H. Course G. Continued. Second semester, 2 hours.

College of Fine Arts

College of Fine Arts

FACULTY.

ISAAC NEWTON McCASH, LL. D., President.

CHAS. M. BLISS, Dean, Professor of Voice, Composition, Instrumentation, Ear Training and Harmony.

REIN DYKSTERHUIS, Professor of Violin and Ensemble.

CLAUDE R. NEWCOMB, Professor of Voice, Public School Music, Sight Reading and Director of Chorus.

MAUDE BLISS, Professor of Piano and Theory.

BERTHA E. McCAFFERTY, A. B., B. O., Professor of Oratory, Expression and Dramatic Art.

CHARLES WING, A. B., M. B., Piano, Organ and Theory.

LIBBIE FOSTER LOVELL, Instructor in Piano and Public School Music.

ESTELLA BONHAM, M. B., Instructor in Piano.

*MAGDALINA STUKEY, A. M., Professor of Modern Languages.

*ROY WOLFINGER, A. M., Professor of English.

HILMA MILLER, B. S., Instructor in Art.

**————Band Instructor.

*Professor in College of Liberal Arts.

**To be supplied.

College of Fine Arts

(Special catalogue of the College of Fine Arts mailed upon request).

The College of Fine Arts has its own building in which is located the Dean's Office, Teachers' Studios, Class Rooms, and Practice Rooms.

The College consists of the following schools:

1. MUSIC.
2. ORATORY.
3. ART.

I. MUSIC

Courses Offered.

(a). Work in Theory of Music, piano, voice and violin, leading to degree, Bachelor of Music.

(b). Graduate work in piano, voice and violin for those who desire to make public performance a specialty.

(c). Preparatory work in piano, voice and violin.

(d). Work in Orchestral and Band Instruments.

THE COLLEGE.

Entrance Requirements.

For entrance to the regular courses in the College of Fine Arts the student should have a diploma from an approved High School. When the student is deficient in these requirements, he is permitted to pursue his studies in the Fine Arts, and at the same time make up his literary deficiencies in the University High School.

Litertary Requirements.

A standardized high school course is recommended as the basis for instruction in the School of Music. The student, however, is permitted to substitute electives for certain required high school units. The following are required: English, 3 units; Algebra, 1 unit; History, 1 unit; One Foreign Language, 3 units; Psychology, ½ unit; Elective, 7 and ½ units, other than music.

I. PIANO AND THEORY.

The importance of thorough study in the Theory of Music is emphasized in all departments. The pursuance of the following courses, combined with full time in Piano or Organ leads to graduation. The theoretical requirements for graduation in Voice and Violin are slightly less than in Piano.

Certificate Course.

(First Year).

Ear Training, Theory, History of Music, Rehearsals and Lectures.

(Second Year).

Ear Training, Harmony, History of Music, Appreciation, Interpretation, Pedagogy and Ensemble, Public Playing, Acoustics.

(Third Year).

Harmony, Rehearsals and Lectures, Interpretation and Ensemble, Musical Form and Analysis, Strict Composition, Appreciation of Music.

Diploma Course.

(Fourth Year).

Counterpoint, Composition, Individual Public Recital, Interpretation, Practice Teaching, Ensemble.

Graduate Course, With Degree B. M.

(Fifth Year).

Canon and Fugue, Instrumentation and Orchestration, Composition, Interpretation, Public Recital.

II. ORGAN.

The School of Fine Arts of Phillips University has added to its equipment and increased its capacity for the development of its students, by placing an Organ in the auditorium. This Organ is a product of the Moller Organ Company of Hagerstown, Maryland.

The Organ is called the "King of Instruments." It places within the power of one person musical efforts that are otherwise unattainable, without the combined efforts of many performers on various instruments. While orchestral effects are

possible, the highest purpose of the organ is not to imitate the orchestra. Many of the greatest masterpieces of musical literature were produced for the organ and as the instrument has developed, many composers of the Modern School have devoted their attention entirely to composition for this instrument. The fascination of the study of the organ cannot be realized until experienced. The possibilities of color effect through the combining of the stops are unlimited and the art of registration remains a life study of constantly increasing interest. The need of trained organists for the churches is a well recognized fact. Two courses are offered providing for training of the reasonable work of Church or Concert Organist.

Certificate.

(First Year).

Manual and Pedal Technique, Art of Registration, Mechanism and Construction of the Organ, Harmony, Transposition, Ear Training, Acoustics, History of Music.

(Second Year).

Ear Training, Harmony, Modulation, Counterpoint and Composition, History of Music, Musical Form and Analysis, Accompaniments, Choral Study, Recital.

(Third Year).

Canon and Fugue, Composition, Instrumentation, Interpretation, Accompaniments, Improvision, Concert Technique and Repertoire.

III. VOICE.

The acme of beautiful musical expression is found in artistic singing. In no form of music is early training of such paramount importance as in the development of the voice, for here you must not only acquire the technique of the instrument, but the instrument itself must be moulded and guided in its growth to maturity.

Voice Training.

Correct breathing and placement of tone, and the application of right habits form the basis of all instruction, the result is an easy flowing, resonant and beautiful tone. Careful attention is paid to the requirements of each individual student.

Interpretation and Repertoire.

Students are taught to portray through the voice the varying sentiment and emotion indicated by the poetic and dramatic moods of the text. Strict attention is given to tone color, phrasing, enunciation and rhythm.

The best examples of the German, French, Italian, Russian, English and American schools,—also standard Oratorio and Operatic excerpts are carefully studied and prepared for public presentation.

IV. VIOLIN.

1. Preparatory. Manner of holding the violin and bow, easy exercises in bowing and fingering. Selections from Meerts and De Beriot's Violin School, also Schraedieck's Technical Studies. Sevcik's Violin School, also Schraedieck's Technical Studies. Sevcik's Schule der Violin Technik and the first two books of Kayser Op. 20. Major Scales (two octaves). Easy pieces in first and third positions. Special attention is given to acquiring a proper method of holding the bow and to the quality and breadth of tone.

2. Intermediate. Schraedieck's Technical Studies and Sevcik's Schule der Violin; Technik Completed: Kayser Op 20, Book III; Kreutzer Etudes, Major and Minor Scale and two octave Arpeggios. Solos by Bohm, Wieniawski, De Beriot, Dances and others. Sonatas and the easier concertos of Viorti, DeBeriot, and Kreutzer; also practnce in ensemble.

3. Advanced. Etudes, Kreutzer, Rode, Duets, Trios and Quartettes; Selected Solos; Sonatas, Concertos by Bach, Handel, Beethoven, Mendelssohn, Spohr, Viotti, Rhode, DeBeriot, Wieniawski, Grieg and others.

V. PREPARATORY DEPARTMENT.

The work of this department is especially designed to suit the musical needs of children. This work is given in the down town studio. Children have the privilege of receiving a musical education from the very beginning through the Post Graduate Course. At the completion of the work required each child will receive a Certificate of Admission which will entitle him to pass into the College of Fine Arts proper, with instruction at the University. The work is equivalent to the work of the public schools and is connected as closely to the College of Music as the public is to the high school. Pupils completing the work in the Preparatory Department are able to enter the College of Music.

VI. DEPARTMENT OF WIND INSTRUMENTS.

Preparatory. Manner of holding instrument, exercises in fingering and correct breathing. Drills in sustaining tones.

Intermediate. Minor and Major scales, correct tonguing, ear training, Otto Langey tutors.

Advanced. Selected solos, duets, trios and quartettes. Special training in double and triple tonguing.

Phillips Band. The Phillips band is one of the largest and best organizations of its kind in Oklahoma. This band gives two special public concerts every year, featuring classical and high grade music from the most noted composers. The band is always ready to furnish music for any function given by the University where band music is desired. All students who are proficient on any band instrument are admitted to this band. It is required that all band members shall attend at least three-fourths of the band rehearsals, otherwise they will not be allowed to appear in any public engagement.

Beginners' Band. There will be annually organized a beginners' band for the benefit of those who wish to become more proficient on the various band instruments. Members of this organization will be promoted to the Phillips band as fast as they become eligible.

Sight Reading.

Scores of young men and young women with good voices might obtain remunerative positions in church choirs if they were able to read music readily. Instruction is given that enables the student to read music at sight, alone or in parts without the aid of an instrument.

Public School Music.

A course in public school music is part of the preparation demanded by many states of their teachers. The course we offer covers the teaching of Primary, Grammar and High School Music, also the work of the Supervision of Music, and is practical and thorough,—offering a complete solution of the problems of the teacher of music in the public schools.

Church Music.

Special attention will be given to those desiring to prepare themselves for work as church musicians either as choir singers or evangelists. Practical experience can be secured under the very best possible supervision.

Special Advantages.

Not less important than class-room instruction is the opportunity of hearing good music. Recitals by members of the faculty and visiting artists form a valuable feature of each year's work. The annual Spring Festival with its Concerts by a visiting orchestra and assisting artists and the presentation of one of the great Oratorios by the University Choral Society is the most important Musical event.

Student Recitals.

Students will be given every opportunity to appear in public as soon as they evidence the ability to acquit themselves with credit to themselves and to the college. These weekly recitals are a great advantage to the students in gaining self-control and ease in public appearance and gives them an opportunity to become acquainted with a far greater number of musical compositions than they can study individually. Public recitals are given throughout the year.

Organizations.

The University Orchestra, Band, Choral Society, and Glee Club afford excellent experience in ensemble work, as well as providing splendid musical entertainment for various University festivities. The various choirs in Enid, some of which are under the direction of members of the faculty of the College of Fine Arts, offer opportunity to students to obtain experience in church choir work.

Concert Bureau.

The College of Fine Arts is prepared to supply talent or provide entire programs for recitals and concerts at very reasonable rates.

Beginners.

Beginners will be received in any department. More advanced students will be assigned to the grades for which they are qualified. Students are, however, allowed perfect freedom in their choice of teachers. Enrollment may be made at any time, although it is preferable that students enter at the beginning of the term.

II. ORATORY AND DRAMATIC ART

The purpose of the School of Expression and Dramatic Art is to train the student to arrive at a right understanding of literature and the appreciation of its spirit and essence, to inspire in him the constant endeavor to embody this, to reveal it, to reflect it, to train the voice and body to become transparent to this spirit and essence.

Junior Year.

Prerequisite, High School diploma.

I. Philosophy of Expression.
II. Expressive Movement.
III. The Speaking Voice.
IV. Public Speaking.
V. Masterpieces.
VI. Modern Dramatists.
VII. Preparation for Public Reading.
VIII. Impersonation.
IX. Diction and Interpretative Forms.
X. Pantomime.

Junior Year. Course A.

1. Philosophy of Expression. Discovery of principles in Expression. Text book: Leland Power's "Talk of Fundementals of Expression."

2. Expressive Movement. Freeing exercises. Significance of carriage, attitude and movement. The walk. Poise. Office in expression of the head, torso, arms, hands and legs.

3. Speaking Voice. Fundamental work for freeing and developing the vocal instrument and rendering it responsive to thought and emotion. Basic principles of voice production, voice placing, deep breathing, control of breath, vowel forming, consonantal articulation, development of vocal range, intonation, inflections, melody of speech. Special attention given to the correction of individual faults.

4. Public Speech. The aim of this course is to cultivate in the student a facility and forcefulness in presenting his own thoughts of others.

5. Masterpieces. Shakespeare: "The Taming of the Shrew," "Merchant of Venice;" Tennyson: "The Coming of Arthur," "The Lady of Shalott;" Kipling: Short Poems.

6. Modern Dramatists. Lecture course on lives and plays of Bernard Shaw, John Galsworthy, Charles Rann Kennedy, Arnold Bennett and Haneick Ibsen.

7. Preparation for Public Reading. In this course the student is encouraged to discover his own individuality and point of view, and taught to have command over his agents of expression. The major part of the first year is devoted to fundamental problems. A portion of the time each week is devoted to drill on selections of the student's individual choice, and these selections are presented at a weekly morning recital in which all students of this department participate.

8. Impersonation. The students are trained in the delineation of the elemental types of character and the representation stage. The prescribed tevt of this course is William Winter's edition of "The Taming of the Shrew."

9. Diction and Interpretative Forms. The monologue, the lyric, the ballad.

10. Pantomime. Adaption of Expressive Movement to depict scenes. Fundamental moving picture work.

Senior Year. Leading to B. O.

Prerequisite, Course A.

I. Philosophy of Expression.
II. Expressive Movement.
III. The Speaking Voice.
IV. Masterpieces.
V. Preparation for Public Reading.
VI Impersonation.
VII. Stage Art and the Mechanism of Staging Plays.
VIII. Normal Course.

Second Year. Course B.

1. Philosophy of Expression. Continuation of Junior Year. Work more psychologic and philosophic.

2. Expressive Movement. Universal laws of expression applied to expressive movements of the body. Mind activities manifested in facial expression. Significance of facial zones. Economy in expression. Development of complex situations.

3 The Speaking Voice. Vocal technique. Philosophy of vocal expression. The application of principles to interpretation and normal work.

Masterpieces.

The Bible.

Shakespeare's "Twelfth Night," "Much Ado About Nothing."

Browning: "Saul," "My Lost Duchess," "Love Among the Ruins," and other short poems.

Tennyson: "Guinevere," "The Passing of Arthur," "Lancelot and Elaine."

Modern Poetry: Alfred Noyes, John Morsefield, Rabindranath Tagore.

5. **Modern Dramatists.** Exhaustive study and presentation of plays of modern dramatists studied in Junior year.

6. **Preparation for Public Reading.** Students allowed more latitude in their choice of selections, more time devoted to drill in these selections, in addition to the informal weekly recitals in which students are given opportunities to read. Public recitals are given in which all members of the class take part.

7. **Imjersonation.** Scenes with any number of characters may speak. Drill work—Shakespearian texts. Students encouraged to select for himself a play representing his individual choice. Much time devoted to preparation for public presentation.

8. **Stage Art and the Mechanism of Staging Plays.** The geography and terminology of the stage. Problems in balance and perspective. Scene, property and electric light problems. Every student must work out the necessary business and furnish the information for the staging of a one-act play.

9. **Normal Course.** Pedagogy of expression. Methods of teaching reading in the Grade and High Schools. Practice teaching in voice, body, interpretation and the science and art of public speaking.

Post Graduate Year. Leading to M. O.

Prerequisite. Courses A. and B.

I. Impersonation.
II. Stage Art.
III. Masterpieces.
IV. Normal Work.

1. **Impersonation.** Work in preparing programs for platform work. Requirements—two modern plays and one miscellaneous program.

2. **Stage Art.** Student must work out business, and lighting effects and assist in the staging of a three or more act play.

3. **Masterpieces.** Shakespeare: "Hamlet," "Macbeth," "Romeo and Juliet." Shaw: "Man and Superman."

4. **Normal Work.** Preparation to teach Shakespeare, Tennyson, Browning and Modern Dramatists.

III. ART

Art, Theory, Practice, History, Drawing and Painting, Plan of Work.

The work in art is planned for those who desire art as a profession or an accomplishment, and for those who apply drawing to their scientific work, or public school teaching. The time has come when drawing is recognized as a necessity for the successful study of botany, zoology, and sciences generally, and for teaching in public schools.

The special object is to cultivate the powers of observation and representation, to form and color, so that the student may lay a correct foundation for future work in art lines.

Courses.

Courses in the following lines of work will be offered. The regular course, including preparatory work to students who have had no previous art training. Mechanical drawing, free-hand pencil work, pastel, water and pen and ink work. A special course is offered in pastel, water, oil and German wood-work.

China decoration, which includes several months in the design class. This work couples realistic, conventional and semi-conventional. All work in the art department is fitted to meet the direct wants and needs of the individual student.

Equipment.

The art department has two beautiful, well lighted and well ventilated rooms, one for work and one for display of work done. There is an atmosphere of beauty and refinement in the surroundings which is very conducive to true art-culture. The studio is well provided with plaster casts, still-life models and reproductions of masterpieces for study, water color studies in color, china models done in all the prevailing styles of Ceramic decoration, hundreds of designs, to be used or studied by the students, and two revelation kilns at the command of the department for firing purposes.

Hours of Work.

One lesson consists of three hours' work with all necessary help and criticisms during that time. To complete a course in any branch of art, the History of Art will be required. One afternoon each week will be devoted to this study by means of lectures and assigned readings.

Exhibitions.

The best work of the student will be exhibited every month when visitors will be invited to inspect it. At this time collective criticism of the students' work will be given, with recognition of good work by honorable mention.

Diplomas and Certificates.

A diploma will be conferred in the Ceramic department upon those students who have put in three years study, and prove thmeselves competent to handle every phase of the work including a knowledge of firing and the management of the kiln. (One year of this work must be done in Phillips).

A diploma in the department of water color, will be granted upon the completion of a prescribed course, and a course in the history of art.

Students who have completed the prescribed course in Art, but who have not fulfilled the Literary requirements, will be granted certificates of proficiency. For the full diploma, however, graduation from a first class high school or the equivalent, is required.

Due credit will be given in this department to students who have studied under efficient teachers elsewhere.

Summer Session

Summer Session

Summer Session, 1918.

The Fourth Annual Summer Term of Phillips University will open Monday, June 2. Students will register and classes will be formed on this date. Collegiate subjects taken for three hours semester credit will be taught daily throughout the term. High School subjects taken for four hours semester credit will be taught nine times per week. Collegiate subjects taken for five hours semester credit will recite twice daily. The final examinations will be held Saturday, July 27th.

This summer session offers opportunity for high school students to earn two half units during eight weeks, of six days each. College students may earn a maximum of nine semester hours credit. Teachers may have their grades substituted "in lieu of an examination on any teachers' certificate." Graduates of high school normal courses do work which will be credited in place of an examination when the time comes to have their certificates renewed.

All work done will be of standard character and credits earned may be transferred to other high schools and colleges if so desired.

Expense.

The price of board, room, and tuition for the summer session of eight weeks is $50.00. This price is considerably below the actual expense of attending most other summer schools of the state. Tuition for the term will be $10.00. These prices include the lectures and entertainments that form a part of the summer session program.

Courses Offered.

The strong faculty and equipment of Phillips University make it possible to offer any high school or college course for which there is sufficient demand. In addition to these regular courses special review courses in the grades will be given to prepare teachers for certificates.

There will be classes formed in Home Economics, Sight Singing, Teaching of Public School Music and Playground Supervision, Agriculture, and other courses of especial value to teachers.

Lectures by Prominent Educators.

Another reason for the increased popularity of the Summer School, is the lecture course that is closely linked with the Summer School idea. It is the custom at this time to secure the attendance of lecturers and educators of prominence who

bring entertainment, instruction, and inspiration to both students and faculty.

Phillips is especially fortunate in having been able to secure for this feature of the Summer Session the services of speakers of wide reputation. Several of these are announced at this time:

R. H. Wilson, State Supt. Public Instruction, Oklahoma City.
Moses E. Wood, Moonlight Schools.
J. W. Tyler, Supt. Public Instruction, Garfield County.
Pastor W. S. Priest, Wichita, Kans.
Author Mead Dutt, Tulsa, Okla.
Supt. E. D. Price, Enid, Okla.
Dr. D. W. Ohearn, State Geologist, Norman, Okla.
Supt. E. S. Monroe, Director N. E. A.
Oscar Stewart, Supt., Blind School.

Music.

Mr. Chas. M. Bliss, Dean, College of Fine Arts, will be assisted by Mrs. Charles M. Bliss, instructor in piano, and Prof. Rein Dyksterhuis, instructor in violin. Both these teachers belong to the regular teaching staff of the College of Fine Arts, and no better opportunity for the study of music can be had in Oklahoma during the summer, than will be offered here.

The entire Fine Arts building will be at the disposal of the summer session. This building contains a large, well lighted Theory room, with ample blackboard specially ruled for classes in Harmony and Counterpoint. Cool and well ventilated teaching rooms for private lessons, and practice rooms with pianos for student practice. A two manual Pipe Organ in the chapel for use at the assembly hour is also a part of our equipment.

Special and Helpful Features.

Talks on Community Music, Musical Appreciation, Recitals and Lectures on General Musical Topics will add zest and enthusiasm to the summer's work.

EXPENSES.

For the summer, a special rate in music will be given, as follows:

Piano, two half hour lessons per week	$16.00
Piano, one half hour lesson per week	9.00
Voice, two half hour lessons per week	20.00
Voice, one half hour lesson per week	12.00
Violin, two half hour lessons per week	16.00
Violin, one half hour lesson per week	9.00
Harmony, Counterpoint, History of Music in class, five lessons per week, each	12.00

University Hospital and Training School

University Hospital and Training School

GERTRUDE M. FRANKENFELD, Superintendent, Instructor in Training Department.
ANNA MAY LINDELL, Head Nurse, Instructor in Bed-side Nursing.

LECTURERS.

S. N. MAYBERRY, M. D.
J. H. BARNES, M. D.
G. A. BOYLE, M. D.
J. W. BAKER, M. D.
W. H. McKENZIE, M. D.
A. L. McINNES, M. D.
JULIAN FEILD, M. D.
L. W. COTTON, M. D.
C. E. THOMPSON, M. D.
J. R. SWANK, M. D.
B. T. BITTING, M. D.
J. H. HAYS, M. D.

For ten years we have been running in connection with the University, a first class Hospital and Training School.

This department is the beginning of the contemplated Medical College of the University. It is the intention of the University in the near future to offer the first and second years in medicine, and the management has already negotiated with some of the best institutions of medicine and surgery for the purpose of securing recognition of our first and second year course.

The great advantage of such an arrangement to young men of limited means is manifest, as the University can certainly offer the first two years in medicine at much less expense than can a regular medical college.

University Hospital is a beautiful structure of brick and stone, three stories, had originally thirty-five rooms, and was so constructed that it could be easily enlarged. A small addition has recently been added.

The building is modern in every respect, having the hot water system of heating, spacious halls, fine ventilation and plenty of light and sunshine.

It is scientifically equipped and served by a full corps of

training nurses. In connection with the University Hospital there is, in successful operation, a training school for nurses.

The past year has been a very successful one for the Hospital, and its usefulness and influence are being extended far and wide.

In the construction and management of the institution no means or pains have been spared to make it strictly first class and today we are proud to say that University Hospital has one of the best hospitals and training schools in the state.

Training Department.

A regular course of lectures on all branches required by the state law is given.

Diplomas are issued from this department at its regular commencement exercises.

Qualifications for Admission.

For admission to the training school, girls must be in good health, 20 years of age, have common school education plus one year in high school or the equivalent, and good moral character. At the end of sixty days' probation, if found worthy of this vocation she will be retained. All pupils are under the control of the management and every care is taken for their comfort and health.

Arrangements have been made so that nurses can pay their way, so no money is required in order for one to take the Nurses' Course.

Hospital Service and Equipment.

Ambulance. The hospital has an auto ambulance. This ambulance is especially adapted for bringing in patients from a long distance in the country, or for transporting those who are too sick to ride on a train. It is equipped with electric heater, reclining chair, or bed.

Everyone who is interested in Phillips University should be interested in the University Hospital and Training School.

We ask the support of all ethical physicians as well as the public at large.

Cases Admitted.

All regular hospital cases are admissable, both surgical and medical, except contagious diseases.

We are prepared to do all X-Ray and Laboratory work. Prices for this work are reasonable.

For further information, address,

S. N. MAYBERRY, Chief Surgeon, Enid, Okla.

General Information

General Information.

Location.

Enid, the County Seat of Garfield County, is an ideal College city. It has a population of more than 20,000, being about equal to that of Ann Arbor, Michigan, the seat of that State's University. It is the greatest railroad center in Oklahoma, having ten railway outlets.

The people of Enid are an intelligent, progressive class of citizens who appreciate learning and culture. The recent discovery of rich pools of oil is making the city wealthy. It is surrounded by the most prolific wheat region in the state.

Enid has the distinction of having Government Springs. Seven varieties of water flow from the earth in the Government Park, a beautiful resting place in the limits of the city. The city is supplied with an abundance of clear, healthful water. Chemical analysis gives it first rank in healthfulness. It is brought to the surface from unfailing wells. No contamination from alkali or vegetable matter affects it. No city of its size has a record of greater healthfulness.

Time to Enter.

The best time to enter is at the beginning of the semester or as near the beginning as possible. Students may, however, enter at other times, but it will be attended with disadvantages.

Late Enrollment.

An additional fee of one dollar will be charged those who enroll after the regular enrollment days. This fee for late enrollment does not apply to students enrolling in the University for the first time.

Enrollment Procedure.

1. Application for enrollment will be made at the registrar's office where a blank enrollment card will be issued.

2. Certified credentials signed by the superintendent or principal of school previously attended enumerating all subjects for which entrance credit is sought indicating the time devoted to each subject, must be presented the dean or principal for classification. Any claim for advanced standing must be made at this time, but no advanced credit will be given for work taken in high school without examination. Students coming from

other colleges must present evidence of honorable dismissal.

3. A course of study is selected with the advice of teachers and presented to the dean or principal for approval.

Students previously enrolled must complete or make satisfactory arrangements to complete the work of the previous semester before beginning the work of a subsequent semester.

4. The classification and enrollment card is returned to the registrar's office where all fees must be paid.

Amount of Work.

Fifteen hours of recitation per week will keep the average student busy. If additional work is taken by the consent of the classification committee it must be dropped if the student's work proves unsatisfactory.

Limitations in Enrollment.

The maximum number of hours of enrollment in which students may participate in the activities of the University shall count as follows:

Y. M. C. A. or Y. W. C. A. President, 1 hr.; Secretary, 1 hr.
Literary Society, President, 1 hr.; Secretary, 1 hr.
Athletics, for each credit hour, 2 hrs.; Bus. Mgr., 2 hrs.
Editor of the Annual, 2 hrs.; Bus. Mgr., 2 hrs.
Editor of the Slate, 2 hrs.; Adv. Mgr., 2 hrs.
Self support, full, 2 hrs.; less than full, 1 hr.
Oration (contest), 2 hrs.
High School, 2 hours to 4 hours. Counts ½ unit.
High School, 5 hours or more, another ½ unit.

No student will be permitted to enroll for less than twelve hours without the consent of the classification committee.

Entering or Leaving Classes.

Large liberty is allowed students in the selection of studies, but no student is permitted to enter or leave classes without the consent of his dean or principal. Any course dropped after the first month of the semester will be reported as failed.

Chapel Attendance.

Students are required to attend chapel. The time spent in chapel is of great value and the earnest student will feel that he cannot afford to miss the advantage to be gained.

Regularity in Attendance.

Students should make it the rule of their school life to be very regular in attendance at recitations and all the required

exercises of the school. Irregularity makes satisfactory progress impossible. The missing of even a few recitations detracts seriously from the student's standing.

Probational Discipline.

All students having three absences from any one class or from chapel will be reported to the discipline committee who will investigate the delinquency. If the absences can not be excused the student will be placed on probation for such time as the committee may designate. Other irregularities in the conduct of students may be treated in the same manner. No student upon probation may participate in inter-collegiate contests.

Examinations.

All students are required to take the examinations or tests that come during the last week of each semester, and those receiving a satisfactory grade will be passed. Those who, in the judgment of the instructor, should have passed, may be marked conditioned and be permitted to take a second examination.

Private Examinations.

Students who may, for any reason, fail to complete the work of a term in any study, may at the option of the teacher secure a private examination upon presentation of the registrar's receipt for payment of the one dollar examination fee.

Removing Conditions.

All conditions must be removed by examination or otherwise, on or before the beginning of the first semester of the following year; otherwise they will be marked failures.

Credits Needed for Classification.

For Freshman ranking, 15 High School units.
For Sophomore ranking, 24 semester hours.
For Junior ranking, 56 semester hours.
For Senior ranking, 90 semester hours.
For Graduation, 124 semester hours.

Graduation and Diplomas.

All candidates for graduation must make formal application for graduation accompanied by the graduation fee at the time of their enrollment for their semester's work. It must be endorsed by each dean or principal in whose department con-

ditions for graduation are to be satisfied, naming all courses still required to be completed before graduation.

The graduates of any of the colleges and schools receive the University diploma upon the payment of the prescribed diploma fees.

Special certificates are granted to those completing regularly formulated shorter courses.

Non-faculty Instruction.

In order to retain standing and secure credits or degrees, students enrolled in the University must take their training in the departments and courses offered by the institution.

Residence Defined.

One year of residence is required for all degrees. Not less than 30 semester hours credit exclusive of physical training should be earned in this time. Regularly this requires two semesters attendance; but one semester and two summer terms will satisfy the residence requirement.

Rooms for Women.

The Dean of Women will have general supervision of all the women of the school and will consult with them in any matter concerning their welfare.

Except in special cases as the President may approve we require all non-resident young women to room in the Ladies Home, where they will be under the special care of the Dean of Women. If the hall will not accommodate all of the young women ,arrangements will be made for rooms in private homes, where several can room together. Permission may be given for them to room with relatives or in private homes for purposes of self-board.

Girls will not be permitted to move out of the hall except on permission of the parents and the President. Removal from the dormitory does not take away the necessary restrictions governing young women students away from home. Young women leaving the hall will not be permitted to take their meals there.

Young men and young women must room in separate homes.

Ladies rooming in the hall should provide themselves with their own rugs, curtains, sheets, pillow cases, blankets, comforts, towels, table napkins, napkin ring, a hot water bottle, and a supply of simple medicines; also a knife, fork, spoon and glass

to be used in room in case of sickness.

Rooms should be engaged in advance. A deposit of $3.00 must be made at the time of reservation. This sum will be credited on the first payment made for the room. Two girls occupy each room for which each pays $20.00 per semester.

Rooms for Gentlemen.

Young men will be permitted to select their own rooming place, subject to the approval of the faculty. Good rooms can be had in private homes near the University from 75 cents to $1.25 per week.

BOARD.

Meals are served in the dining room of the Ladies Home to both men and women for $4.00 per week.

Board may be had in private homes for $4.50 to $5.00 per week.

All women rooming in the Hall are required to take their meals there.

Refund.

No monies paid for tuition or room and board will be refunded after the first week. In case of extreme illness a due bill for the unused amount will be issued, which entitles the student to its use in subsequent semesters.

EXPENSES.

Tuition and room rent are payable by the term in advance.

Tuition.

For Semester, Eighteen Weeks.

College of Liberal Arts	$30.00
College of The Bible	15.00
School of Education	30.00
High School	25.00

Correspondence Fees.

College work per semester hour	$3.50

Fees.

For Semester, Eighteen Weeks.

Student Activities, including Gymnasium	$4.00
General Chemistry	4.00
Advanced Chemistry	5.00

Zoology	3.00
Botany	3.00
Elementary Physics	2.00
Advanced Physics	5.00
Late Enrollment	1.00

Diploma Fees.

College Diplomas	$5.00
University High School	3.00
Certificates	2.00

Living Expense per Week.

Board, at University Dining Hall	$4.00
Board, private homes	$4.00 to $5.00
Rooms, in private homes	75c. to 1.25
Rooms in Ladies Home, per semester	20.00

College of Fine Arts.

Terms of Nine Weeks.

(The University semester of eighteen weeks is divided into two terms of nine weeks each).

Piano.

With Professor	Wing	Mrs. Bliss
2-30 minute lessons per week	$22.50	$18.00
1-30 minute lesson per week	13.50	10.00

Elementary Piano.

With Mrs. Lovell or Miss Bonham.

2-30 minute lessons per week	$10.75
1-30 minute lesson per week	6.00

Voice.

With Professor	Bliss or Newcomb	*
2-30 minute lessons per week	$22.50	$18.00
1-30 minute lesson per week	13.50	10.00

* To be selected.

Violin.

With Mr. Dyksterhuis.

2-30 minute lessons per week	$22.50
1-30 minute lesson per week	13.50

Organ.

2-30 minute lessons per week	$27.00
1-30 minute lesson per week	13.50

Wind Instruments.

2-30 minute lessons per week	$13.50
1-30 minute lesson per week	6.75
1-60 minute lesson per week, (Beginner's band)	2.25

Oratory and Expression.
With Miss McCafferty.

2-30 minute lessons per week ---------- $18.00
Class Lessons (Three in Class).
1-60 minute lesson per week ---------- 6.00

School of Art.

Full time (all day) for one term ---------- $20.00
Two hours a week (private lessons) 1 term ---------- 12.50
Pastel, Water Color, Crayon, Cast, Drawing, Cartoon, Illustration, Craft Course.
Class lessons (3 hours each) 2 lessons per week ---------- $15.00

Normal Art Course.

Class lessons (3 hours each) 5 lessons per week ---------- $15.00

Ceramics.

2 hours a week for one term ---------- $12.50
1 hour a week for one term ---------- 6.40

History of Art, Artistic Anatomy.

Class lessons (1 hour each) 1 lesson per week ---------- $5.00

Theory of Music.
Per Term of Nine Weeks.

Ear Training and Terminology ---------- Free
Harmony (2 lessons per week) in classes ---------- $6.00
Counterpoint (in class, 2 lessons per week) ---------- 7.50
Pedagogy, in classes ---------- Free
Form and Analysis, in class (2 lessons per week) ---------- 6.00
Form and Analysis, in class (1 lesson per week) ---------- 3.00
Acoustics in class (1 lesson per week) ---------- 3.00
Composition, 3 in class (2 lessons per week) ---------- 12.00
Canon and Fugue in class (2 hours per week) ---------- 7.50
History of Music in class (2 lessons per week) ---------- 6.00
Interpretation in class ---------- Free
Instrumentation (in class 2 hours per week) ---------- 7.50
Sight Singing ---------- Free
Rent of Pipe Organ, 1 hour per day ---------- 7.50
Rent of Piano, 1 hour per day ---------- 2.25
Rent of Piano, each additional hour ---------- 2.00

Those desiring to bring their own piano for practice may arrange for a practice room under direction of the Dean.

Reductions.

Ten per cent reduction is given on all theoretical work carried in excess of amount required for a regular course.

Students taking double work in one of the special schools, of Music, Art or Oratory, will receive 10 per cent discount. Students taking full time in a special school are given one subject free in the High School, College of the Bible, or College of Liberal Arts. No reductions to students taking one special and a literary course.

Organizations.

All organizations of students attending Phillips University must have their charters, constitution and by-laws approved by the president, faculty and board of trustees.

(1). **The Churches of Enid.** Enid is well supplied with churches. Nearly all of the leading Christian bodies are represented.

(2). **Seudent Volunteer Band.** We believe that the University should inculcate the Missionary spirit. We have a number of young men and women who are preparing themselves for service in the foreign field. They have organized a "Student Volunteer Band." They hold regular meetings for the purpose of deepening their interest in the work.

(3). **Mission Study.** Large classes in Mission Study have been maintained here. The various foreign fields have been studied and discussed. During the coming year the work will be continued under a competent leader.

A good missionary library is being rapidly built up. It receives substantial additions every year.

A good start has been made toward a missionary museum. Idols, curios, etc., from Africa, Japan and other countries have already been received.

Friends of Missions are solicited to present books and curios to Phillips University, as good use will be made of them by the Mission Study Class.

(4). **Y. M. C. A. and Y. W. C. A.** The University has provided good quarters for these organizations. Large beautiful rooms have been placed at their disposal for their exclusive use. These rooms are in the Library Building.

We place a high estimate on the work of the Y. M. C. A. and the Y. W. C. A. This work is undenominational in character. Its object is to promote spiritual growth and earnest con-

sistent Christian life. Bible class work is especially valuable.

(5). Ministerial Association. A ministerial association composed of students preparing for the ministry has been formed. Much can be accomplished by discussing themes relating to church work, delivering sermons and writing papers on practical church problems. All ministerial students must become members of this organization which labors for the mutual welfare of its members. The fee is 50c. paid once a year.

(6). The University Band. A band has been organized and is doing good work. New students who own instruments are requested to bring them when they enter the University. A competent instructor will train a band to a high standard of efficiency.

(7). Literary Societies. There are two Literary Societies well organized and doing efficient work. Good programs, literary and musical, are given each Monday evening. The societies seek to broaden the interests of students to promote college spirit; to give practical experience in public speaking and general literary work. Any student may join one of these societies.

Expenses at a Minimum.

This educational enterprise is in no sense a money-making scheme. It is benevolent and philanthropic in the finest sense. To this end the expenses will be kept to the lowest possible point. Until the institution is fully endowed tuition fees in all departments must necessarily be charged, but they are made as low as possible.

We believe a student who is willing to economize can go cheaper here than to the average state school. Our co-operative form of boarding saves more than the average cost of tuition and our students are free from the expense incidental to school clubs, fraternities and sororities to which students in most state schools are subject.

Spending Money.

Students need very little money beyond what is required for tuition, board and books. Many parents make a serious mistake in this matter. Inexperienced boys and girls are very poor judges of the amount of money they ought to spend and some fritter away considerable sums in worse than needless ways. The less money students have to spend the better off they are at school.

Advantages for Self-Supporting Students.

Object.—The primary object of this department is to open the door of opportunity to a deserving class of young people

who have been deprived of the privilege of education by lack of funds. The distribution of this work and the securing of jobs is in the hands of a competent committee.

There is no more desirable class of students that the young men and women who are ambitious for an education, and who have to depend upon themselves to secure it. They go to school, not because they are sent, but because it is their desire to do so, and they know the value of time. It will be the policy of Phillips University to assist in every way possible this worthy class of young people. We are glad to announce the following possibilities open to self-supporting students.

Forms of Work.

We will try to throw as much work into the hands of the students as possible. Some forms of janitor work can be placed in their hands. Monitor service and dining room work can also be done by students to some extent, and in a prosperous city like Enid, different kinds of work can be found that students can do.

Bureau of Recommendations.

A Bureau of Recommendations for the purpose of locating Phillips students in desirable positions is maintained.

Debate.

Phillips University easily leads the State of Oklahoma in debating contests. Of the twelve debates held with other institutions our teams won nine. Six Cup Debates have been held, and Phillips has won all. Great interest is manifested in these contests. Phillips is a member of a Pentangular Inter-collegiate Debate Association holding annual debates.

The Slate.

A publication by and for the students of the University is published weekly throughout the school year. This is a highly creditable publication and deserves wide circulation. Subscription, $1.00 per year.

Athletics.

Believing that physical exercise is essential to mental development and that healthful sports tend to increase college loyalty, the teachers of the University will at all times encourage the student to participate in college sports and exercises for the purpose of building up the physical man. The young women will have daily exercise. The young men have

organized an athletic association, and much interest is being taken in outdoor sports.

Discipline.

Discipline proceeds upon the assumption that we are dealing with gentlemen and ladies who are actuated by high motives and lofty ideals. We do not treat students as children, but rather as young men and women who are responsible, in large measure for their own conduct. We do not burden them with many rules, but expect each one to be a law unto himself, because he has arrived at that age when he is governed on the high ground of principle. The few regulations that we have are intended chiefly as reminders of matters of propriety that grow out of our community life as a University, that might otherwise be overlooked even by well-meaning students.

Morals.

It is not an uncommon thing for a student to retrograde morally while he advances intellectually. We will make it our business to care for the character of students as well as for their instruction in a literary way. We will aim to guard the morals of the students by wholesome advice, wise counsel and by throwing around them proper restraints. All students are urged to attend church and Sunday school on Sunday. The place of worship is left to the parents or student.

The Aristocracy of Merit.

In the University the rich and poor meet together on a common level. Character and conduct, not clothes and money, determine the student's standing. The self-supporting student holds as high a place in the regard of his fellow students as the student who is lifted above the necessity of physical labor while in college. The management discourages class spirit and makes the University cosmopolitan in its social temper.

ENDOWMENT AND OTHER FINANCIAL ASSISTANCE.

(1). Endowment a Necessity. There is no institution of higher learning that can run permanently and successfully without endowment. Normal schools or schools that appeal to a very large constituency and offer but a limited range of study can be supported on tuition. But for a college or university to be thus supported is manifestly impossible. The character and size of the faculty required, the costly equipment necessary, and the wide field of elective study that must be offered in this day

make the expenses so great that they cannot be met by tuition fees without lifting education out of reach of four-fifths of the young people of our country. An endowment or its equivalent in some form must consequently be provided.

We hope that the friends of this work will feel that an obligation rests upon them to place the school upon a solid basis, giving it an income from endowment sources adequate to meet its requirements. Every friend of education in the great Southwest should count it a joy to have fellowship in such a work as this. A like opportunity for investing money for the Lord's work has seldom been offered.

The committee of the Men and Millions Movement has appropriated $275,000 to Phillips University. Of this amount $100,000 has been received making our present productive endowment $230,000. Another $175,000 becomes available June 1, 1918.

(2). **Needs of the University.** The income from permenent endowments is not yet sufficient to bear the current expenses. Besides, the needs of the University are increasing every year. Before the school can in any adequate measure meet these opportunities and demands that are falling to it, its permanent endowment must be very materially increased. This endowment can be built only by the beneficence of the friends of the school.

Bequest of Personal Property.

(To be inserted in a will of legal form).

I, give, grant and bequeath unto Phillips University, located in the County of Garfield, in the State of Oklahoma, the sum of_____Dollars (in money) or (if not in money) the following described personal property, to-wit: (insert description) to be managed and controlled by the trustees or other legal custodians of the funds of said University.

Devise of Real Estate.

(To be inserted in a will of legal form.)

I, give, will and devise unto Phillips University, located in the County of Garfield, in the State of Oklahoma, the following described real estate, to-wit: (insert description) with all the rights and appurtenances therein belonging, to have and to hold the same forever, with the right to control, sell, convey or other-

wise dispose of the same as the trustees or other legal custodians of the University may see fit.

(3). **Help for Our Library.** We invite the attention of our friends of education who would like to see high grade work done in Phillips University, to the opportunity offered of doing a most valuable thing for hundreds of worthy young men and women by making a liberal donation to the libary fund of the school. It is hard to see how a few hundred thousand dollars could be invested to better advantage.

What People of Large Means Can Do.

Do you ask what you can do in a financial way to help this great work?

Perhaps the following enumeration may suggest the answer. You can do one or more of the following things:

(1). Give a large sum for permanent endowment. Every friend of the school should have a part in this to some extent.

(2). Adopt the library as your special work.

(3). Establish one or more of the laboratories.

(4). Erect a building for the High School.

(5). Erect a Science Building.

(6). Erect a second Home for Girls.

(7). Erect a Home for Men.

(8). Endow a "Named Chair" by giving a sum of money the interest from which will pay some teacher's salary.

What People of Limited Means Can Do.

(1). Give a small sum for permanent endowment.

(2). Give some of your time in some helpful form of work.

(3). Be one of a large number to give in sums ranging from $5 to $100 per pear.

What Everyone Can Do.

(1). Encourage your church to make an annual offering to the work.

(2). Urge your church to observe educational day every year, preach a sermon on education.

(3). Send your young people to the school.

(4). Occasionally visit the school and kindle your enthus-

iasm by seeing the work in progress.

(5). Distribute the literature that may be sent to you from time to time.

(6). Send in lists of names of prospective students.

(7). Speak good words for the school and pray earnestly and constantly for God's blessing upon it.

Entreaty.

We entreat you by the mercy of God and the love of your fellow men, do not let a year go by without doing something for this great work.

Prayer.

"May the beauty of the Lord our God be upon us, and establish Thou the work of our hands upon us; yea, the work of our hands establish Thou it."

GROWTH OF PHILLIPS.

Enrollment 1915-16	416
Enrollment 1916-17	618
Enrollment 1917-18	813

Register of Students.

GRADUATE STUDENTS.

Allison, Tempe (A. B. Kingfisher, 1914) ----------Oklahoma

Bell, Walter P. (A. B. Phillips, 1916) ----------Texas

Burris, Alfred H. (A. B. Phillips, 1916) ----------Oklahoma

Cook, Nelle Mae (A. B. Hiram, 1913) ----------Kansas

Grider, Gertrude (A. B. Phillips, 1917) ----------Oklahoma

Harp, Russell (A. B. Phillips, 1917) ----------Missouri

†Lappin, John C. (A. B. Phillips, 1913) ----------Oklahoma

Lemon, Mary E. White (A. B. Kingfisher, 1901) -----Oklahoma

*Marshall, Elma (A. B. Phillips, 1915; ibid B. S. in Ed. 1916) ----------Oklahoma

†Plopper, Wynne E. (A. B. Transylvania, 1912) ----Oklahoma

Shane, Wm. L. E. (A. B. Phillips, 1909) ----------Oklahoma

Weidensaul, C. F. (A. B. Western Union, 1905) -------Kansas

*Candidate for the degree A. M.

†Candidate for the degree B. S. in Ed.

The College.

SENIORS.

**Burt, Melissa	Oklahoma
Dains, Ray C.	Oklahoma
Duft, H. C.	Nebraska
Fieg, Walter	Oklahoma
Gilmore, Max	Oklahoma
Griffis, Ira W.	Kansas
Heck, Jessie	Oklahoma
Lappin, Valeria	Oklahoma
Martin, Elmer W.	Texas
Mothersead, Gladstone B.	Oklahoma
Needham, Justin	Oklahoma
Parkinson, Helen	Oklahoma
Peters, Leone	Oklahoma
**Reiter, Rosa	California
Rossman, Maurice	Minnesota
††Shoemaker, Elsie	Oklahoma
Stauffer, Thaddeus S.	Missouri
Templin, Roy P.	Oklahoma
††Thompson, Marion	Oklahoma
Tidd, Ema McClain	Oklahoma
Turner, J. Walter	Oklahoma
Watson, Allan	Kansas

††Not candidate for degree.
**Granted A. B. Degree at close of summer term, 1917.

JUNIORS.

Babb, Joe ---------- Missouri
Bliss, Mildred ---------- Oklahoma
Campbell, Chas. E. ---------- Oklahoma
Corbin, Grace ---------- Kansas
Dunkleberger, Clarence ---------- Missouri
Eakin, Maude ---------- Kansas
Erickson, Varner ---------- Oklahoma
Fauley, Leon ---------- Kansas
Funk, Corda V. ---------- Kansas
Gay, Katie B. ---------- Kansas
Gibble, Gladys ---------- Oklahoma
Gibble, Lloyd ---------- Oklahoma
Gordon, Berniece ---------- Oklahoma
Hoffsommer, Jacob C. ---------- Oklahoma
Homan, Glen J. ---------- Oklahoma
Hoyt, Vera ---------- Oklahoma
Jacobs, Verilda ---------- Oklahoma
Lemon, Frank ---------- Oklahoma
Long, Noble O. ---------- Oklahoma
McClaflin, Chas. E. ---------- California
McClaflin, Hazel M. ---------- California
Munger, Ruth ---------- Oklahoma
Myers, Walter I. ---------- Oklahoma
Nichols, Laura ---------- Kansas
Shockley, Irene ---------- Oklahoma
Smith, Chas. J. ---------- Oklahoma
Smith, Myrtle C. ---------- Oklahoma
Strauss, Arthur ---------- Oklahoma
Thomas, A. B. ---------- Missouri
Voth, Geo. A. ---------- Oklahoma
Webber, Esther ---------- Oklahoma
Wilcox, Luke ---------- Oklahoma
Wilson, Lois Lucile ---------- Oklahoma

SOPHOMORES.

Aelmore, Myrtle ---------- Kansas
Anderson, Matilda ---------- Kansas
Blasdel, Cassanda ---------- Oklahoma
Brentnall, Mable ---------- Oklahoma
Bridges, Ethel May ---------- Oklahoma
Bryan, Faye ---------- Oklahoma
Caskey, Della ---------- Oklahoma
Chapman, Lucy ---------- Oklahoma
Cline, Harry Byrd ---------- Oklahoma
Cooper, Emeline ---------- Oklahoma
Cox, Opal ---------- Oklahoma
Crosno, Clara ---------- Oklahoma
De Busk, Kelly ---------- Oklahoma
Ely, Gladys ---------- Illinois
Gobble, Ira ---------- Oklahoma
Goode, Beulah ---------- Oklahoma
Goulter, Oswald ---------- Australia
Harmsworth, Chas. ---------- Kansas
Hawn, Beatrice ---------- Texas
Hillbrant, Curtis ---------- Oklahoma
Hoffsommer, Elsie J. ---------- Oklahoma
Horschler, Wm. ---------- Oklahoma
Johnson, Lloyd ---------- Oklahoma
Kindred, Alice ---------- Oklahoma
Knight, Claude ---------- Oklahoma
Kratz, Le Veta ---------- Oklahoma
Lawrence, Helen Unnetta ---------- Oklahoma
Lawrence, J. Carl ---------- Oklahoma
Leslie, Emil ---------- Oklahoma
Manley, Vera Lee ---------- Oklahoma
Marbel, Anna ---------- Arkansas
Marbel, Esther ---------- Arkansas
Marshall, Ruby Manley ---------- Oklahoma
McCash, Allegra Ruth ---------- Oklahoma
McConley, Eugene ---------- Kansas
Morse, Russell ---------- Oklahoma
Mothersead, W. Harte ---------- Oklahoma
Munger, Garrison ---------- Oklahoma
Musser, William ---------- Oklahoma
Nichols, Blanche ---------- Oklahoma
Nietert, Clara ---------- Oklahoma

Palmer, Minnie ---------- Oklahoma
Powell, Lois ---------- Oklahoma
Powell, Wilfred E. ---------- New Zealand
Prather, Robt. E. ---------- Kansas
Runyan, John Wesley ---------- Kansas
Russell, O. M. ---------- Missouri
Sherrill, Ione ---------- Kansas
Smith, George ---------- Oklahoma
Sprinkle, C. M. ---------- Oklahoma
Swiggett, Ival ---------- Oklahoma
Taylor, Maurice ---------- Oklahoma
Thorlton, Eva ---------- Oklahoma
Tyler, Beulah B. ---------- Oklahoma
Vernon, William ---------- Oklahoma
Walker, Mildred M. ---------- Oklahoma
Wells, Arlie ---------- Oklahoma

FRESHMEN.

Athey, George W. ---------- Oklahoma
Barr, Harry L. ---------- Oklahoma
Beach, Eugene ---------- Illinois
Beeley, Josie ---------- Oklahoma
Bell, Tom ---------- Texas
Bochoven, Willa ---------- Oklahoma
Bolenbaugh, Floy ---------- Oklahoma
Bradley, Ruth ---------- Oklahoma
Bridges, Minnie ---------- Oklahoma
Brisby, Esther ---------- Oklahoma
Brooks, Nellie ---------- Oklahoma
Brown, Bessie B. ---------- Oklahoma
Bumstead, Alurta ---------- Oklahoma
Bush, Morgan ---------- Kansas
Callahan, Beryl ---------- Oklahoma
Cameron, Ava ---------- Oklahoma
Campbell, Blanche ---------- Oklahoma
Carr, Charlotte E. ---------- Oklahoma
Cavett, Jewel ---------- Oklahoma
Carter, Mary R. ---------- Oklahoma
Collins, Omer E. ---------- Illinois
Cook, Carrie ---------- Oklahoma
Cook, Florence ---------- Oklahoma
Crews, Ralph ---------- Oklahoma
De Jarnett, Beulah ---------- Oklahoma

Dreher, Esther ---------- Oklahoma
Druley, Theresa ---------- Oklahoma
Dunworth, Neva ---------- Oklahoma
Elder, Daisy ---------- Oklahoma
English, Ora Myrtle ---------- Oklahoma
Evans, E. V. ---------- Oklahoma
Feuquay, Lucile ---------- Oklahoma
Foliart, Edith ---------- Oklahoma
Fox, George L. ---------- Kansas
Frazier, Virginia ---------- Oklahoma
Francisco, Eva ---------- Oklahoma
Frantz, Maurine ---------- Oklahoma
Fromholz, Freda ---------- Oklahoma
Furguson, Wm. Reid ---------- Kansas
Geist, Glen ---------- Oklahoma
Gibble, William ---------- Oklahoma
Glasgow, Merle W. ---------- Oklahoma
Greene, Theodore ---------- Oklahoma
Hall, Esther ---------- Oklahoma
Hanberry, John S. ---------- Oklahoma
Hasbrook, Theresa ---------- Oklahoma
Hearn, Rachel ---------- Oklahoma
Hedgcock, Elvira Ruth ---------- Oklahoma
Helema, Florel ---------- Oklahoma
Helema, Mabel ---------- Oklahoma
Hill, Catherine ---------- Kansas
Hildebrand, Roy ---------- Wyoming
Hirst, Sibyl ---------- Oklahoma
Hoisington, Cloa ---------- Oklahoma
Hoffman, Anna ---------- Oklahoma
Hollenbeck, Myrhl ---------- Kansas
Hollenbeck, Rose ---------- Kansas
Hoyt, Merrill W. ---------- Oklahoma
Hunter, Doris ---------- Oklahoma
Hutchinson, Leota ---------- Oklahoma
Huston, Ben M. ---------- Oklahoma
Jackson, Ione ---------- Oklahoma
Jelsma, Andrew ---------- Oklahoma
Johnson, Adelene ---------- Oklahoma
Johnson, Wm. H. ---------- Iowa
Jones, Alice ---------- Oklahoma
Jones, Esther ---------- Oklahoma
Jones, Floyd ---------- Arkansas
Jones, Glen ---------- Oklahoma

Kaiser, Jessie ---------- Oklahoma
Keller, Orilla ---------- Oklahoma
Kengle, George ---------- Oklahoma
Kirkpatrick, Ina ---------- Oklahoma
Kunkel, Blanche ---------- Oklahoma
Lee, Martin ---------- Oklahoma
Lemon, June ---------- Oklahoma
Lincoln, Martha Louise ---------- Oklahoma
Mahan, Lillie ---------- Oklahoma
McCray, Chas. G. ---------- Oklahoma
McCray, James ---------- Oklahoma
McCutchen, Maudaline ---------- Oklahoma
McGee, Ada Gertrude ---------- Oklahoma
McMahan, Lee ---------- Oklahoma
Mellick, Leslie ---------- Oklahoma
Miller, Audra Delight ---------- Oklahoma
Monette, Rachel ---------- Oklahoma
Moore, Floyd O. ---------- Oklahoma
Moore, Will ---------- Oklahoma
Morgan, Carl C. ---------- Indiana
Nay, Laura ---------- Oklahoma
Nash, Florence ---------- Oklahoma
Naylor, Elizabeth ---------- Oklahoma
Nichols, Geneva ---------- Kansas
Pitman, W. D. ---------- Oklahoma
Pugh, Arla ---------- Oklahoma
Rankin, Clara ---------- Oklahoma
Rector, Charlotte ---------- Kansas
Reed, Dorothy ---------- Oklahoma
Reed, Effa ---------- Oklahoma
Releford, Jesse L. ---------- Oklahoma
Rees, Ezra ---------- Oklahoma
Richards, Lucile ---------- Oklahoma
Richmond, Jay ---------- Kansas
Rigdon, Frances ---------- Oklahoma
Riley, Pauline ---------- Oklahoma
Robbins, Nellie ---------- Oklahoma
Roberts, Iva ---------- Oklahoma
Roberts, Ona ---------- Oklahoma
Robinson, Virgie ---------- Oklahoma
Rodgers, Mabel ---------- Oklahoma
Samples, Marea ---------- Oklahoma
Samples, Verla ---------- Oklahoma
Sarver, Emmett ---------- Kansas

Scott, Alta ---------- Oklahoma
Shelburne, Robt. A. ---------- Tennessee
Smith, Beth ---------- Oklahoma
Smoot, Esther ---------- Oklahoma
Smoot, Maxine ---------- Oklahoma
Snawder, Leona ---------- Oklahoma
Staton, Cora ---------- Oklahoma
Staton, Edythe ---------- Oklahoma
Sterrett, Zelma ---------- Oklahoma
Stevenson, Adah ---------- Oklahoma
Stober, Buena ---------- Oklahoma
Stolabarger, Glen ---------- Oklahoma
Story, Ethel Mina ---------- Oklahoma
Strange, Lillian ---------- Oklahoma
Stucker, Ethel ---------- Oklahoma
Stucker, Katie ---------- Oklahoma
Thornton, Ruth ---------- Oklahoma
Vette, Elsie ---------- Oklahoma
Watkins, Vera ---------- Oklahoma
Weatherley, Newton ---------- Oklahoma
Webb, Florence ---------- Oklahoma
West, Audrey ---------- Oklahoma
Widener, Muncie ---------- Oklahoma
Whitmire, Samuel ---------- Oklahoma
Whitson, Ruth ---------- Oklahoma
Williams, Grace ---------- Oklahoma
Wilson, Delpha ---------- Oklahoma
Wilson, Maude ---------- Oklahoma
Wood, Gladys ---------- Oklahoma
Wood, Grace ---------- Oklahoma
Yearout, L. M. ---------- Oklahoma
Yost, Vesta ---------- Oklahoma
Young, Zella ---------- Oklahoma

UNCLASSIFIED AND SPECIAL STUDENTS.

Blanc, Iva ---------- Oklahoma
Campbell, Bernice ---------- Oklahoma
Dodson, Captola ---------- Oklahoma
Doran, Alice ---------- Oklahoma
Estes, Della ---------- Oklahoma
Evans, Eleanor ---------- Oklahoma
Glass, Helen ---------- Oklahoma
Horne, Audella ---------- Oklahoma

Jenkins, Pearl ---------- Oklahoma
McAllister, Elizabeth ---------- Kansas
Records, Ralph H. ---------- Oklahoma
Robbins, D. H. ---------- Oklahoma
Stratton, S. J. ---------- Oklahoma
Tandy, Ruth Elizabeth ---------- Kansas

Ministerial and Missionary Students.

(For classification see College and High School).

Aelmore, Myrtle ---------- Kansas
Anderson, Matilda ---------- Kansas
Anderson, Walter ---------- Kansas
Anglemeyer, Shelvy ---------- Missouri
Arp, William ---------- Missouri
Babb, Joe ---------- Missouri
Bailey, Frank ---------- Missouri
Baker, James ---------- Kansas
Barr, Harry ---------- Kansas
Beach, Eugene ---------- Illinois
Bell, Walter ---------- Texas
Bode, Walter ---------- Oklahoma
Burright, Blanche ---------- Illinois
Casey, William J. ---------- Arkansas
Carson, Harry I. ---------- Illinois
Center, George ---------- Kentucky
Cline, Harry B. ---------- Oklahoma
Cole, Luther M. ---------- Oklahoma
Collins, Omer E. ---------- Illinois
Cook, Nelle May ---------- Kansas
Crosno, Clara ---------- Oklahoma
Dains, Roy ---------- Oklahoma
Davis, Frank ---------- Oklahoma
Dunkleberger, Clarence E. ---------- Missouri
Fieg, Walter ---------- Oklahoma
Franklin, Marion ---------- Oklahoma
Fuller, Elmer L. ---------- Oklahoma
Funk, Corda ---------- Kansas
Furgeson, William Reid ---------- Kansas
Gibble, Gladys ---------- Oklahoma
Gibble, Lloyd ---------- Oklahoma

Gibble, William ---------- Oklahoma
Gibson, Irene ---------- Oklahoma
Gilmore, Max ---------- Oklahoma
Gott, Cecil ---------- Kansas
Goulter, Oswald ---------- Victoria, Australia
Grace, Ernest ---------- Kansas
Griffis, Ira W. ---------- Kansas
Harlan, Morgan ---------- Oklahoma
Harmon, E. L. ---------- Oklahoma
Harmsworth, Charles ---------- Kansas
Harp, Roy ---------- Oklahoma
Harp, Russell ---------- Missouri
Hesser, I. J. ---------- Oklahoma
Hildebrand, Roy ---------- Wyoming
Hollenbeck, Myhrl ---------- Kansas
Hollenbeck, Rose ---------- Kansas
Howard, Chester A. ---------- Oklahoma
Huggins, W. Austin ---------- Oklahoma
Humphries, Ward ---------- Kansas
Jones, Floyd ---------- Arkansas
Kennedy, Claude T. ---------- Oklahoma
Kendrick, James J. ---------- Oklahoma
Lappin, Valeria Pearl ---------- Oklahoma
Latchaw, Frank G. ---------- Oklahoma
Lee, Samuel S. ---------- Arkansas
Lemon, Frank ---------- Oklahoma
Marbel, Anna ---------- Arkansas
Marbel, Esther ---------- Arkansas
Martin, Elmer W. ---------- Texas
Martin, G. Thomas ---------- Ohio
Martin, Nellie ---------- Texas
Martin, Wendell P. ---------- Oklahoma
Mast, Harry ---------- Oklahoma
McCarroll, Lillian ---------- Oklahoma
McClaflin, Charles E. ---------- California
McClaflin, Hazel M. ---------- California
McClure, Mark E. ---------- Illinois
McConley, Eugene ---------- Kansas
McCray, James ---------- Oklahoma
McMillin, Catherine ---------- Kansas
McMillan, Charles ---------- Kansas
McMillan, Marie ---------- Kansas
Michael, James ---------- Oklahoma
Miller, Agatha ---------- Kansas

Moore, Will ---------- Kansas
Morgan, Carl C. ---------- Indiana
Morse, Russell ---------- Oklahoma
Needham, Justin ---------- Oklahoma
Owen, Jack ---------- Illinois
Palmer, Minnie ---------- Oklahoma
Pennington, Howard ---------- Kansas
Pennington, Leola ---------- Kansas
Powell, Lois L. ---------- Oklahoma
Powell, Wilfred E. ---------- Dunedin, New Zealand
Rees, Coin ---------- Oklahoma
Rees, Ezra ---------- Oklahoma
Releford, Jesse L. ---------- Kansas
Rossman, Maurice ---------- Minnesota
Runyan, John Wesley ---------- Kansas
Russell, Oliver M. ---------- Missouri
Sarver, Emmet ---------- Kansas
Seeley, Fred ---------- Kansas
Shelburne, Robt. A. ---------- Tennessee
Sherril, Ione ---------- Kansas
Smith, Charles J. ---------- Oklahoma
Smith, Walter A. ---------- Oklahoma
Smoot, Esther ---------- Oklahoma
Smoot, Maxine ---------- Oklahoma
Snyder, R. Lee ---------- Oklahoma
Stauffer, Thaddeus ---------- Missouri
Stober, Buena ---------- Oklahoma
Stude, Alfred ---------- Kansas
Sturgis, Raymond ---------- Oklahoma
Taylor, Maurice ---------- Oklahoma
Tucker, Charles H. ---------- Missouri
Turner, J. Walter ---------- Oklahoma
Watson, Allen ---------- Kansas
Welsh, James ---------- Illinois
Whitford, James ---------- Missouri
Williams, Owen ---------- Oklahoma
Weidensaul, Charles F. ---------- Kansas

High School.

SENIORS.

Allen, Genevieve ---------- Oklahoma
Anderson, Walter ---------- Kansas
Bumstead, Alurta ---------- Oklahoma
Brain, Philip ---------- Oklahoma
Branham, Belle ---------- Oklahoma
Brooks, Dimples ---------- Oklahoma
Burright, Blanche ---------- Illinois
Buzard, Glen ---------- Oklahoma
Childers, Ruth ---------- Oklahoma
Clewell, Paul ---------- Oklahoma
Davis, Fayne ---------- Oklahoma
Davis, Frank ---------- Oklahoma
Davis, Ivan ---------- Oklahoma
Demland, Fannie Fern ---------- Oklahoma
Dodd, Ruth ---------- Oklahoma
Dowell, Marie ---------- Oklahoma
Faust, Helen ---------- Oklahoma
Hargis, Lois ---------- Oklahoma
Heffner, Ray ---------- Oklahoma
Hill, Hazel ---------- Oklahoma
Huston, Ben ---------- Oklahoma
Kent, Roy ---------- Oklahoma
Kendrick, J. J. ---------- Oklahoma
Krivohlavek, Geo. ---------- Oklahoma
Kunkel, Paul ---------- Oklahoma
Lang, Elba ---------- Oklahoma
Mayberry, Ruth Ann ---------- Oklahoma
Marquis, Clyde ---------- Oklahoma
McCann, Dudley ---------- Oklahoma
Metscher, A. J. ---------- Oklahoma
Miller, Agatha ---------- Kansas
Monette, Rachel ---------- Oklahoma
Moore, Floyd O. ---------- Oklahoma
Muns, Garda ---------- Oklahoma
Muns, Thelma G. ---------- Oklahoma
Parker, Naomi ---------- Oklahoma
Payne, Callie ---------- Oklahoma
Poole, Vance ---------- Oklahoma
Pope, Blanche ---------- Oklahoma
Pugh, Roscoe ---------- Oklahoma

Reger, Nellie ---------- Oklahoma
Reger, Virgil ---------- Oklahoma
Roby, Douglas ---------- Illinois
Roberts, Gladys ---------- Oklahoma
Seeley, Fred R. ---------- Oklahoma
Schmidt, N. A. ---------- Oklahoma
Schwitters, Mary ---------- Kansas
Smith, Quay ---------- Oklahoma
Snyder, R. L. ---------- Oklahoma
Stebbins, Mabel ---------- Oklahoma
Voth, Benjamin ---------- Kansas
Welty, Otto ---------- Oklahoma
Wilson, Virginia ---------- Oklahoma
Wolfe, Eugene ---------- Oklahoma

JUNIORS.

Anglemyer, S. H. ---------- Missouri
Bailey, F. L. ---------- Missouri
Bauer, Ruth Ann ---------- Oklahoma
Belveal, Golda ---------- Oklahoma
Belveal, Ida ---------- Oklahoma
Blanchard, Amy ---------- Oklahoma
Blazer, Inez ---------- Oklahoma
Cain, Dora ---------- Oklahoma
Center, G. M. ---------- Oklahoma
Cole, Luther ---------- Oklahoma
Combs, Richard ---------- Oklahoma
Conklin, Clarence ---------- Oklahoma
Cullison, Jeanette ---------- Oklahoma
Doane, Chester ---------- Oklahoma
Ferguson, Jessie C. ---------- Oklahoma
Foulks, Julian P. ---------- Oklahoma
Franklin, M. C. ---------- Oklahoma
Fuller, E. L. ---------- Oklahoma
Gill, Agnes ---------- Oklahoma
Gilpin, Minnie ---------- Oklahoma
Haggard, Ethyl ---------- Oklahoma
Harman, E. L. ---------- Oklahoma
Harp, Roy ---------- Oklahoma
Haugherty, Mary G. ---------- Oklahoma
Haworth, Vivian ---------- Oklahoma
Hill, Mary ---------- Oklahoma
Hogue, Kittie ---------- Texas

Howard, Otto ---------- Oklahoma
Hughes, Clella ---------- Oklahoma
Kennedy, Claude ---------- Oklahoma
Kinsley, Anne ---------- Oklahoma
Latchaw, F. G. ---------- Oklahoma
Mast, Harry ---------- Oklahoma
Michael, James ---------- Oklahoma
Moorish, Eva ---------- Oklahoma
McDermed, Chester ---------- Oklahoma
Nelson, John ---------- Oklahoma
Payne, Florence ---------- Oklahoma
Payne, John ---------- Kansas
Plahn, George ---------- Oklahoma
Pope, Lolas ---------- Oklahoma
Riley, Mildred ---------- Oklahoma
Ross, Marie ---------- Oklahoma
Semke, Freda ---------- Oklahoma
Semke, Tudie ---------- Oklahoma
Siegle, Catherine ---------- Oklahoma
Smith, Walter A. ---------- Oklahoma
Sturgis, Raymond ---------- Oklahoma
Taylor, Oliver ---------- Oklahoma
Tingley, Esther ---------- Oklahoma
Warbington, Hilda ---------- Oklahoma
Ward, Alma ---------- Oklahoma

SOPHOMORES.

Baker, Walter ---------- Oklahoma
Bingham, Lathey H. ---------- Oklahoma
Bone, Myrtle ---------- Oklahoma
Brawner, Gilbert ---------- Oklahoma
Brown, Marcia Neale ---------- Oklahoma
Campbell, Laura ---------- Oklahoma
Coleman, Minnie ---------- Oklahoma
Cox, Lois ---------- Oklahoma
Dishman, Ada ---------- Oklahoma
Dixon, Rose ---------- Oklahoma
Dodd, Paul ---------- Oklahoma
Earl, Esther ---------- Oklahoma
Engle, Mildred ---------- Oklahoma
Fisher, Maurine ---------- Oklahoma
Foulks, Carol ---------- Oklahoma
Gilmore, Lucile ---------- Oklahoma

Gott, Cecil ---------- Oklahoma
Grace, Ernest ---------- Kansas
Harlan, M. M. ---------- Oklahoma
Hastings, Taylor ---------- Oklahoma
Hickman, Sylvia ---------- Oklahoma
Horne, George ---------- Oklahoma
Houghland, Edith ---------- Oklahoma
Howard, Marceline ---------- Oklahoma
Hoyt, Louise ---------- Oklahoma
Humphries, W. F. ---------- Kansas
Huett, Ruth ---------- Oklahoma
Legg, Ralph ---------- Oklahoma
Martin, G. T. ---------- Oklahoma
McCully, Florence ---------- Oklahoma
Musser, Herbert ---------- Oklahoma
Musser, Lucile ---------- Oklahoma
O'Donnell, Donna ---------- Oklahoma
Porter, Emil ---------- Oklahoma
Porter, Rose ---------- Oklahoma
Porter, Roxa ---------- Oklahoma
Rees, Coin ---------- Oklahoma
Roylance, Leo ---------- Oklahoma
Saunders, Amilda ---------- Oklahoma
Simpson, Maude ---------- Oklahoma
Sisson, Nellie ---------- Oklahoma
Steeley, Lydia ---------- Oklahoma
Stobaugh, Delmar ---------- Oklahoma
Thomas, Velma ---------- Oklahoma
Tidd, Athol ---------- Oklahoma
Waggoner, Dixie ---------- Oklahoma
Walls, Opal ---------- Oklahoma
Wellman, Victor ---------- Oklahoma
Wheelock, Minnette ---------- Oklahoma
Wille, Sylvia ---------- Oklahoma
Williams, O. W. ---------- Oklahoma
Yearout, Rankin ---------- Oklahoma
Young, Paul ---------- Missouri

FRESHMEN.

Alderson, Nita ---------- Oklahoma
Allen, Merle ---------- Oklahoma
Anderson, Earl ---------- Oklahoma
Arp, Wm. A. ---------- Missouri
Bittman, Walter ---------- Oklahoma

Bode, Walter ---------- Oklahoma
Brumfield, Clifton ---------- Oklahoma
Carroll, Velma ---------- Oklahoma
Clark, Lulla ---------- Oklahoma
Coleman, Oliver ---------- Oklahoma
Covey, Pansy ---------- Oklahoma
Darland, Juanite ---------- Oklahoma
Dewing, Phil ---------- Oklahoma
Depue, Grace ---------- Oklahoma
Easterley, Glen ---------- Oklahoma
Elliott, Mary ---------- Oklahoma
Gibson, Irene ---------- Oklahoma
Heffner, Roy ---------- Oklahoma
Hesser, Henry ---------- Oklahoma
Hesser, Leo ---------- Oklahoma
Holmes, Elma ---------- Oklahoma
Hoskins, Duane ---------- Oklahoma
Hoskins, Yoland ---------- Oklahoma
Huggins, W. Austin ---------- Oklahoma
Johnson, Frank ---------- Oklahoma
Johnson, Mabelle ---------- Oklahoma
Jones, John ---------- Oklahoma
Jordan, Inez ---------- Oklahoma
Lamerton, Eleanor ---------- Oklahoma
Lipps, Rachel ---------- Oklahoma
Metscher, Theo. ---------- Oklahoma
Metcalf, Bessie ---------- Oklahoma
Moffett, Flynn ---------- Oklahoma
McCarroll, Lillian ---------- Oklahoma
McClure, M. E. ---------- Oklahoma
McMillan, Marie ---------- Oklahoma
Munkres, Blanche ---------- Oklahoma
Payne, Barnett ---------- Oklahoma
Pemberton, Claude ---------- Oklahoma
Price, Raymond ---------- Oklahoma
Roberts, Autumn ---------- Oklahoma
Simpson, Dezzie ---------- Oklahoma
Smith, Beulah H. ---------- Oklahoma
Smith, Howard F. ---------- Oklahoma
Smith, Paul ---------- Oklahoma
Smith, Freddie ---------- Oklahoma
Starr, Minta ---------- Oklahoma
Sturgis, Lester ---------- Oklahoma
Surface, Herbert ---------- Oklahoma

Stude, A. E. ---------- Oklahoma
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Welty, Lillie ---------- Oklahoma
Whistler, Lois ---------- Oklahoma
Whitford, J. E. ---------- Missouri
Whitmore, Roberta ---------- Oklahoma
Whitaker, Opal ---------- Oklahoma
Whitcomb, Ruby ---------- Ohio
Wille, Olga ---------- Oklahoma
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Worrell, Preston ---------- Oklahoma

SPECIAL AND UNCLASSIFIED HIGH SCHOOL

Baker, J. K. ---------- Oklahoma
Brown, Audrey ---------- Oklahoma
Carson, Harry I. ---------- Kansas
Casey, W. J. ---------- Arkansas
Darling, Lola ---------- Oklahoma
Hesser, I. J. ---------- Oklahoma
Howard, Chester A. ---------- Oklahoma
Hoyt, Frances ---------- Oklahoma
Hunt, Adelle ---------- Oklahoma
Knower, Kenneth ---------- Oklahoma
Knower, Pauline ---------- Oklahoma
Lee, S. S. ---------- Arkansas
Loving, Hans ---------- Michigan
Marquis, Blanche ---------- Oklahoma
Martin, Nellie ---------- Oklahoma
Martin, Wendell ---------- Oklahoma
Mock, Ethel ---------- Oklahoma
McMillan, C. M. ---------- Kansas
McMillan, Katherine ---------- Kansas
Owen, Jack ---------- Illinois
Pennington, Howard ---------- Kansas
Pennington, Leola ---------- Kansas
Russell, Howard ---------- Oklahoma
Siegel, Catherine ---------- Oklahoma
Sullivan, Annie ---------- Oklahoma
Swaggart, Fred ---------- Kansas
Tays, J. E. ---------- Illinois
Tomlin, Ethel ---------- Kansas
Tucker, C. H. ---------- Illinois
Whitaker, Irene ---------- Oklahoma

College of Fine Arts.

MUSIC.

Allison, Tempe ---------- Oklahoma
Anderson, Helen ---------- Oklahoma
Askew, Francis ---------- Oklahoma
Austin, Lavelle ---------- Oklahoma
Baker, Walter ---------- Oklahoma
Baldwin, Mrs. S. W. ---------- Oklahoma
Beard, Mollie ---------- Oklahoma
Belcher, Margaret ---------- Oklahoma
Belveal, Golda ---------- Oklahoma
Berger, Helena Naomi ---------- Oklahoma
Berry, Orpha ---------- Oklahoma
Blanchard, Amy ---------- Oklahoma
Bliss, Mildred ---------- Oklahoma
Bockoven, Willa ---------- Oklahoma
Bone, Myrtle ---------- Oklahoma
Bonnett, Gleuda ---------- Oklahoma
Boyle, Claire E. ---------- Oklahoma
Brentnall, Mabel ---------- Oklahoma
Brown, Audrey ---------- Oklahoma
Brown, Beatrice ---------- Oklahoma
Brown, Ruth ---------- Oklahoma
Brown, Walter ---------- Oklahoma
Brumfield, Clifton G. ---------- Oklahoma
Butler, Llewellyn ---------- Oklahoma
Buzard, Glen ---------- Oklahoma
Byrd, Berniece ---------- Oklahoma
Callahan, Lois ---------- Oklahoma
Calloway, Maple ---------- Oklahoma
Campbell, Katie B. ---------- Oklahoma
Campbell, Willa J. ---------- Oklahoma
Campbell, Winnie Ethel ---------- Oklahoma
Carter, Verga ---------- Oklahoma
Chadd, Helen ---------- Oklahoma
Chadd, Lois May ---------- Oklahoma
Chitwood, Alta ---------- Oklahoma
Clark, Dorothy Mae ---------- Oklahoma
Clark, Helen Gertrude ---------- Oklahoma
Clark, Lulla ---------- Oklahoma
Cline, Harry Byrd ---------- Oklahoma

Collins, Myrtle ---------- Illinois
Combs, Helen ---------- Oklahoma
Conklin, Clarence ---------- Oklahoma
Cook, Florence ---------- Oklahoma
Cook, Nelle Mae ---------- Oklahoma
Courter, Cecil ---------- Oklahoma
Crain, Daisy ---------- Oklahoma
Darland, Juanita ---------- Oklahoma
Darland, Lola ---------- Oklahoma
Davis, Pauline ---------- Texas
Dawson, Ruth ---------- Oklahoma
Depue, Grace ---------- Oklahoma
Dessauer, Dorothy ---------- Oklahoma
Dessauer, Leah ---------- Oklahoma
Doran, Alice ---------- Oklahoma
Drew, Audine ---------- Oklahoma
Dunworth, Neva ---------- Oklahoma
Ely, Ruby ---------- Illinois
Evans, Addie ---------- Oklahoma
Evans, Secoy ---------- Oklahoma
Evans, Valaria ---------- Oklahoma
Fauley, Leon ---------- Kansas
Fergeson, Jessie C. ---------- Oklahoma
Fergeson, Nina ---------- Oklahoma
Fisher, Maurine ---------- Oklahoma
Fleming, Esther Lee ---------- Oklahoma
Fleming, Pauline ---------- Oklahoma
Flueharty, Mrs. O. E. ---------- Oklahoma
Fogleman, Opal Irene ---------- Oklahoma
Ford, Grayce ---------- Oklahoma
Foulks, Carol ---------- Oklahoma
Francis, Mrs. Chas. W. ---------- Oklahoma
Frantz, Betty ---------- Oklahoma
Frantz, Janet ---------- Oklahoma
Frantz, Margaret ---------- Oklahoma
Fromholtz, Effie ---------- Oklahoma
Fromholtz, Freda ---------- Oklahoma
Garret, Pauline ---------- Oklahoma
Gensman, Dorothy ---------- Oklahoma
Gerringer, Katie ---------- Oklahoma
Gilmore, Mary Lucile ---------- Oklahoma
Gilmore, Max ---------- Oklahoma
Gobble, Ira ---------- Oklahoma
Goddard, Pearl ---------- Oklahoma

Godfrey, Ethel ---------- Oklahoma
Goltry, Frances ---------- Oklahoma
Gordon, Berniece ---------- Oklahoma
Goulter, Oswald ---------- Australia
Greene, Theodore ---------- Oklahoma
Griffin, Kenneth ---------- Oklahoma
Grim, Rolla ---------- Oklahoma
Groves, Esther ---------- Oklahoma
Gum, Elizabeth ---------- Oklahoma
Hamilton, Elva ---------- Oklahoma
Hargis, Lois ---------- Oklahoma
Harris, Mrs. H. J. ---------- Oklahoma
Hausman, Vera ---------- Oklahoma
Hastings, Taylor ---------- Oklahoma
Heckler, Mary ---------- Oklahoma
Held, Mayme ---------- Oklahoma
Helema, Alice ---------- Oklahoma
Helema, Florel ---------- Oklahoma
Henninger, Elizabeth ---------- Oklahoma
Hill, Mrs. J. H. ---------- Oklahoma
Hinson, Amy ---------- Oklahoma
Hirsch, Jeanette ---------- Oklahoma
Hoffman, Vera ---------- Oklahoma
Hoisington, Cloa ---------- Oklahoma
Hornbaker, Marie ---------- Oklahoma
Hoskins, Duane ---------- Oklahoma
Hoskins, Yoland ---------- Oklahoma
Howard, Marceline ---------- Oklahoma
Howell, Mrs. E. H. ---------- Oklahoma
Hoyt, Louise ---------- Oklahoma
Hugos, Helen ---------- Oklahoma
Hunt, Adelle ---------- Oklahoma
Jackson, Lucile ---------- Oklahoma
Jefferies, Hallie ---------- Oklahoma
Jewell, Faye ---------- Oklahoma
Johnson, Adelene ---------- Oklahoma
Jones, Floyd F. ---------- Arkansas
Jones, Marcia ---------- Oklahoma
Kendall, Mrs. W. L. ---------- Oklahoma
Kennedy, Mary Ann ---------- Oklahoma
Kent, Mrs. Chas. T. ---------- Oklahoma
Kent, Howard ---------- Oklahoma
Kent, Jaunita ---------- Oklahoma

Kinghan, Florence ---------- Oklahoma
Klein, Eleanor ---------- Oklahoma
Laubach, Esther ---------- Oklahoma
Lee, Doris ---------- Oklahoma
Lee, E. R. ---------- Oklahoma
Lee, Richmond D. ---------- Oklahoma
Lee, Velma ---------- Oklahoma
Lemon, June ---------- Oklahoma
Levers, Gwendolyn ---------- Oklahoma
Letcher, Ruth ---------- Oklahoma
Light, Katie ---------- Oklahoma
Lincoln, Martha Louise ---------- Oklahoma
Lottridge, Mrs. J. H. ---------- Oklahoma
Lovell, F. A. ---------- Oklahoma
Lowry, Helen ---------- Oklahoma
Marbry, Ira L. ---------- Oklahoma
Marshall, Elma ---------- Oklahoma
Martin, Marvin ---------- Oklahoma
Martin, Wendell P. ---------- Oklahoma
Marquis, Clyde ---------- Oklahoma
Mayberry, Ione Vietta ---------- Oklahoma
Mayberry, Ruth Ann ---------- Oklahoma
McCash, Allegra Ruth ---------- Oklahoma
McCollum, Mary Anna ---------- Oklahoma
McCray, Vetta ---------- Oklahoma
McCully, Florence ---------- Oklahoma
McGee, Ada ---------- Oklahoma
McMahan, Lee ---------- Oklahoma
Meade, Opal ---------- Oklahoma
Heinecke, Olga ---------- Oklahoma
Meisner, Emma ---------- Oklahoma
Metscher, A. J. ---------- Oklahoma
Metscher, Theodore ---------- Oklahoma
Miller, Audra Delight ---------- Oklahoma
Miller, Ethel ---------- Oklahoma
Miller, Catherine ---------- Oklahoma
Milliken, Madeline ---------- Oklahoma
Mitchell, H. E. ---------- Oklahoma
Mitchell, Mrs. H. E. ---------- Oklahoma
Minton, Virginia ---------- Oklahoma
Mock, Ethel ---------- Oklahoma
Moore, Edna ---------- Oklahoma
Morgan, Hazel ---------- Oklahoma
Mosher, Mary ---------- Oklahoma

Muller, Theresa ---------- Oklahoma
Neff, Ray ---------- Oklahoma
Nicholson, Dorothy ---------- Oklahoma
O'Donnell, Donna ---------- Oklahoma
Oringderff, Leona ---------- Oklahoma
Orr, Julia ---------- Oklahoma
Owen, Zelma ---------- Texas
Palmer, Mabel ---------- Oklahoma
Palmer, Minnie ---------- Oklahoma
Parkinson, Helen ---------- Oklahoma
Pemberton, Luella ---------- Oklahoma
Pendarvis, Paul ---------- Oklahoma
Pennington, Howard ---------- Kansas
Pennington, Leola ---------- Kansas
Peters, Wirt ---------- Oklahoma
Pierce, Alma ---------- Oklahoma
Ploof, Arthur ---------- Oklahoma
Pool, Myra ---------- Oklahoma
Pope, Francis ---------- Oklahoma
Pope, Dorothy ---------- Oklahoma
Pope, Lolas Leone ---------- Oklahoma
Porter, Helen ---------- Oklahoma
Porter, Marie ---------- Oklahoma
Potter, Ruth ---------- Oklahoma
Price, Mary ---------- Oklahoma
Pugh, Arla ---------- Oklahoma
Randals, Florence May ---------- Oklahoma
Richards, Hazel ---------- Oklahoma
Richards, Ruth ---------- Oklahoma
Roberts, Dorothy ---------- Oklahoma
Roberts, Gordon ---------- Oklahoma
Robertson, Helen ---------- Oklahoma
Rochelman, Minnie ---------- Oklahoma
Rodgers, Mabel ---------- Oklahoma
Roylance, Lee ---------- Oklahoma
Royse, John W. ---------- Oklahoma
Rude, Allen ---------- Oklahoma
Runyan, J. Wesley ---------- Arkansas
Russell, Faye ---------- Oklahoma
Sands, Lillie ---------- Oklahoma
Sarver, Emmett ---------- Kansas
Semke, Tudie ---------- Oklahoma
Shands, Mrs. W. M. ---------- Oklahoma
Shaw, Dorothy ---------- Oklahoma

Shaw, Glen ---------- Oklahoma
Shaw, Ramona ---------- Oklahoma
Shirley, Adeline Wilson ---------- Oklahoma
Showers, Ueleda ---------- Oklahoma
Simmons, Dorothea ---------- Oklahoma
Smart, William ---------- Oklahoma
Smith, Addie ---------- Oklahoma
Smith, Helen ---------- Oklahoma
Smith, Mary ---------- Oklahoma
Snawder, Leona ---------- Oklahoma
Southard, E. L. ---------- Kansas
Stephenson, Adah ---------- Oklahoma
Stonehill, Emma ---------- Oklahoma
Story, Ethel Mine ---------- Oklahoma
Story, Marion ---------- Oklahoma
Strickler, Eva Olive ---------- Oklahoma
Strickler, Robert ---------- Oklahoma
Strome, Genevieve ---------- Oklahoma
Strome, Marvel ---------- Oklahoma
Swaggert, Fred ---------- Kansas
Swiggett, Ival ---------- Oklahoma
Taylor, Joyce ---------- Oklahoma
Taylor, Oliver ---------- Oklahoma
Taylor, Wilma ---------- Oklahoma
Thomas, Velma ---------- Oklahoma
Thompson, Sue ---------- Oklahoma
Tomlin, Ethel ---------- Kansas
Tourtellot, Dorothy ---------- Oklahoma
Tourtellot, Harriot ---------- Oklahoma
Turk, Florence ---------- Oklahoma
Turk, Francis ---------- Oklahoma
Turner, J. Walter ---------- Oklahoma
Voreis, Ruby ---------- Oklahoma
Wagner, Florence ---------- Oklahoma
Wahlquist, Caroline J. ---------- Nebraska
Wells, Leona ---------- Oklahoma
Welty, Lillie ---------- Oklahoma
West, De Vere ---------- Oklahoma
Wheelock, Minnette ---------- Oklahoma
White, Marjory ---------- Oklahoma
White, Nina ---------- Oklahoma
White, Rachel ---------- Oklahoma
Whistler, Lois ---------- Oklahoma
Whitson, Ruth ---------- Oklahoma

Whittaker, Irene ----------Oklahoma
Widener, Muncie ----------Oklahoma
Williams, Vonne ----------Oklahoma
Williams, Mrs. W. R. ----------Oklahoma
Wilcox, Frances ----------Oklahoma
Wilson, Howard ----------Oklahoma
Wilson, Joy ----------Oklahoma
Wilson, Lois Lucile ----------Oklahoma
Wilson, Rolland ----------Oklahoma
Worrell, Mary ----------Oklahoma
Worrell, May ----------Oklahoma
Wright, Opal ----------Oklahoma

Extension Music.

Artis, Fay ----------Oklahoma
Beals, Florence ----------Oklahoma
Bird, Joe ----------Oklahoma
Bird, Lottabel ----------Oklahoma
Cenant, Edna ----------Oklahoma
Courtney, Helen ----------Oklahoma
Delphane, Emma ----------Oklahoma
Doty, Cora ----------Oklahoma
Estes, Della ----------Oklahoma
Foose, Jack ----------Oklahoma
Ford, Grace ----------Oklahoma
Gaylord, Bernice ----------Oklahoma
Gaylord, Cena ----------Oklahoma
Hoffman, Leona ----------Oklahoma
Lookabaugh, John ----------Oklahoma
Mann, Mary ----------Oklahoma
Marquis, Ronald M. ----------Oklahoma
Martz, Emma ----------Oklahoma
Massey, Pamelia ----------Oklahoma
Maybry, Gladys ----------Oklahoma
Meugge, Margerite ----------Oklahoma
Poppelbaum, Daphnia ----------Oklahoma
Prickett, Colene ----------Oklahoma
Reiff, Velma ----------Oklahoma
Roberts, Byron ----------Oklahoma
Roberts, Floyd ----------Oklahoma
Samuels, Ethel ----------Oklahoma
Sargent, Louise ----------Oklahoma
Sunderland, Jess ----------Oklahoma

Temple, Nellie ---------- Oklahoma
Thomson, Euka ---------- Oklahoma
Van Sant, Ruth ---------- Oklahoma
Watson, C. Dorothy ---------- Oklahoma
Watson, Maxine ---------- Oklahoma
Werner, Mary ---------- Oklahoma
Wheeler, Volmaye ---------- Oklahoma
Whitcomb, Edna ---------- Oklahoma

PAINTING.

Askew, Francis ---------- Oklahoma
Ely, Ruby ---------- Illinois
Evans, Winona ---------- Oklahoma
McMillan, Marie ---------- Oklahoma

ORATORY.

Anderson, Frederick ---------- Oklahoma
Bell, Tom ---------- Texas
Bell, Walter P. ---------- Oklahoma
Bilderback, Bertha ---------- Oklahoma
Brentnall, Mabel ---------- Oklahoma
Bridges, Minnie ---------- Oklahoma
Brisby, Esther Charlene ---------- Oklahoma
Buffalow, Marietta ---------- Oklahoma
Cansler, Dorothy ---------- Oklahoma
Champlin, Helen ---------- Oklahoma
Cole, Irene ---------- Oklahoma
Cook, Nelle Mae ---------- Oklahoma
Day, Cecile ---------- Oklahoma
Dowley, Erma ---------- Oklahoma
Dows, Pauline ---------- Texas
Ely, Gladys ---------- Illinois
Flueharty, Mrs. O. E. ---------- Oklahoma
Forster, Ruth ---------- Oklahoma
Garber, Ruth ---------- Oklahoma
Gerringer, Katie ---------- Oklahoma
Gordon, Berniece ---------- Oklahoma
Goulter, Oswald ---------- Australia
Harnden, Minnie ---------- Oklahoma
Hazel, Lillian ---------- Oklahoma
Jefferies, Geneva ---------- Oklahoma
Jenkins, Pearl ---------- Oklahoma

Kent, Grace ---------- Oklahoma
Klein, Helen ---------- Oklahoma
Lemon, Frank ---------- Oklahoma
Light, Katie ---------- Oklahoma
Lincoln, Martha Louise ---------- Oklahoma
Mayberry, Ruth Ann ---------- Oklahoma
McCluskey, Wilma ---------- Oklahoma
Meade, Opal ---------- Oklahoma
Miller, Audra Delight ---------- Oklahoma
Miller, Ethel ---------- Oklahoma
Mitchell, Mrs. H. E. ---------- Oklahoma
McMillan, Chas. ---------- Oklahoma
O'Donnell, Donna ---------- Oklahoma
Parkinson, Helen ---------- Oklahoma
Pinkerton, Joy ---------- Oklahoma
Pool, Myra ---------- Oklahoma
Porter, Marie ---------- Oklahoma
Pratt, Annabell ---------- Oklahoma
Riley, Mildred ---------- Oklahoma
Rossman, Maurice ---------- Minnesota
Rude, Frances ---------- Oklahoma
Rude, Helen ---------- Oklahoma
Sarver, Emmet ---------- Kansas
Shane, Wm. L. E. ---------- Oklahoma
Shields, Blanche ---------- Oklahoma
Smith, Chas. P. ---------- Oklahoma
Stebbins, Mable ---------- Oklahoma
Strickler, Genevieve ---------- Oklahoma
Strickler, Josephine ---------- Oklahoma
Waggoner, Dixie ---------- Oklahoma
Whitaker, Opal ---------- Oklahoma
Whitmire, Roberta ---------- Oklahoma
Wolfe, Helena ---------- Oklahoma
Wood, Gladys ---------- Oklahoma

SCHOOL OF TRAINED NURSES.

Clark, Lula ---------- Oklahoma
Chermack, Emma ---------- Oklahoma
Church, Darly ---------- Oklahoma
Deavers, Beatrice ---------- Illinois
Lowman, Roxie ---------- Oklahoma
Matussak, Emelia ---------- Oklahoma
Messall, Amelia ---------- Kansas

Molden, Grace ---------- Mississippi
Moore, Fern ---------- Kansas
Palmer, Uvah ---------- Nebraska
Provost, Wilma ---------- Oklahoma
Sangster, Leda ---------- Oklahoma
Wolf, Dora ---------- Kansas

AUTOMOBILE SCHOOL.

Batchelor, Percy ---------- Oklahoma
Benkendorf, Wm. ---------- Oklahoma
Brown, Lonel ---------- Oklahoma
Bucholz, Ben ---------- Oklahoma
Calvert, Rolla ---------- Oklahoma
Crews, Chas. ---------- Oklahoma
Crews, Robert ---------- Oklahoma
Doane, Chester ---------- Oklahoma
Dyche, Ralph ---------- Oklahoma
English, Z. C. ---------- Oklahoma
Hensley, Lee ---------- Oklahoma
Hughes, Martin ---------- Oklahoma
Janzen, Fred ---------- Oklahoma
Janzen, Herman ---------- Oklahoma
Janzen, J. H. ---------- Oklahoma
Mitchell, Earnest ---------- Oklahoma
Nain, Chas. F. ---------- Oklahoma
O'Brate, Oris ---------- Oklahoma
Pitcher, Ray ---------- Oklahoma
Taylor, Ogie ---------- Oklahoma
Wallace, C. A. ---------- Oklahoma
White, Archie ---------- Oklahoma

SUMMARY.

The College:		
Graduate Students	12	
Seniors	22	
Juniors	33	
Sophomores	57	
Freshmen	146	
Unclassified and Special	14	284
Ministerial	112	
High School:		
Seniors	54	
Juniors	52	
Sophomores	53	
Freshmen	62	
Unclassified and Special	30	251
College of Fine Arts:		
Music	270	
Music, Extension	37	
Oratory	60	
Art	4	371
School of Trained Nurses		13
Automobile School		22
Total Number of Matriculates		940
Total Number of Different Students		813

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Enid, Oklahoma

(Post Office, East Enid, Oklahoma)

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and First Semester of 1918-'19

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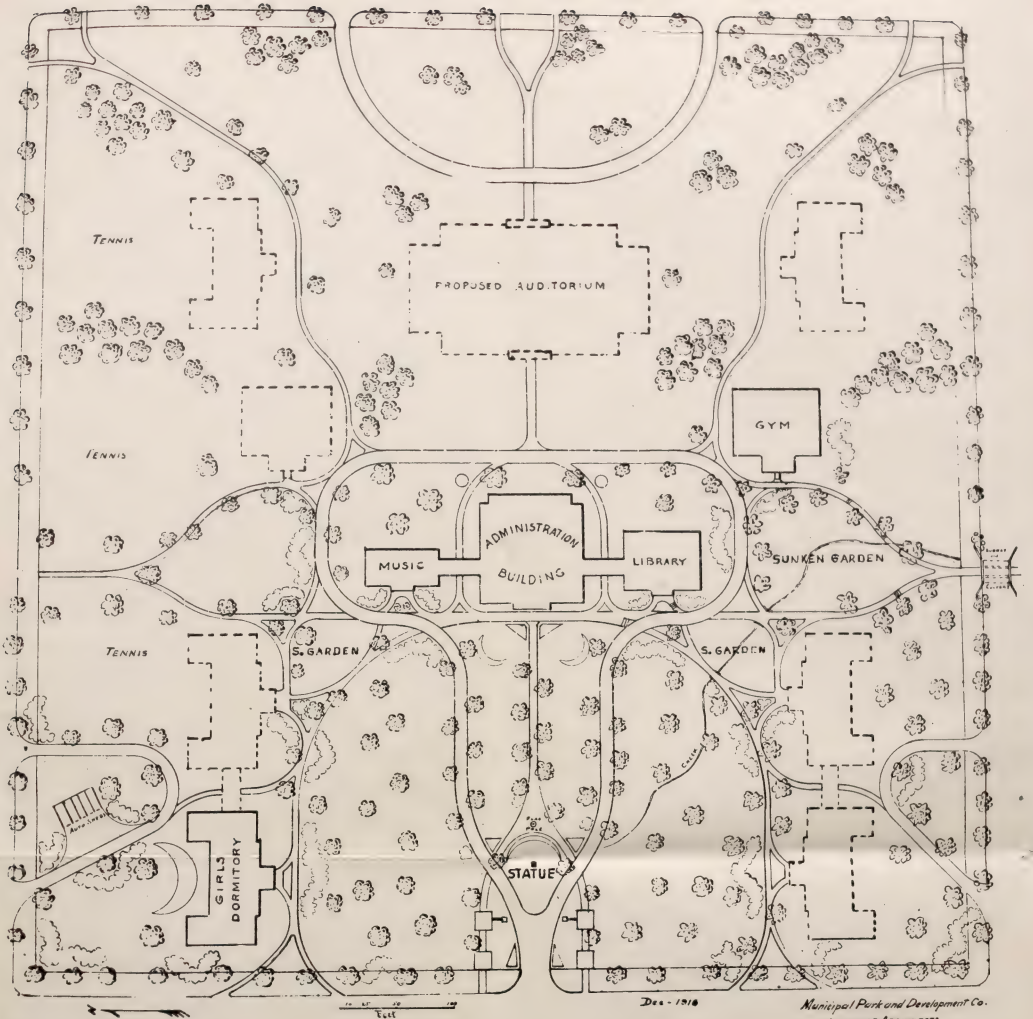
Term Closes_____Saturday, July 27, 1918

FALL SEMESTER.
For 1918.

Term Opens_____Tuesday, Sept. 10, 1918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MUSIC
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GIRLS DORMITORY
STATUE
Feet
Dec - 1916
Municipal Park and Development Co.
Landscape Architects
Oklahoma City.

CALENDAR

SEPTEMBER 1917, TO JUNE 1918

FIRST SEMESTER.

First Semester Opens——Tuesday, Sept 11, 1917
Enrollment and Classification
Tuesday and Wednesday, Sept. 11 and 12, 1917
Convocation Sermon——Sunday, Sept. 16, 1917
Reception for Students——Monday, Oct. 1, 1917
Faculty Recital——Friday, Oct. 26, 1917
Recital, Department Expression——Wednesday, Nov. 28, 1917
Thanksgiving Holiday——Thursday, Nov. 29, 1917
Recital, School of Music——Monday, Dec. 10, 1917
Christmas Holidays, Saturday, Dec. 22, 1917 to Jan. 7, 1918
Semi-Annual Examinations——
——Thursday and Friday, Jan. 24 and 25, 1918
First Semester Ends——Friday, Jan. 25, 1918

SECOND SEMESTER.

Second Semester Opens——Tuesday, Jan. 29, 1918
Enrollment and Classification——Tuesday, Jan. 29, 1918
Celebration of Washington's Birthday and
Oratorical Contest——Friday Feb. 22, 1918
Oratorical Contest for the Pieratt and Whitlock
Medal——Friday, April 12, 1918
Students' Recital,School of Music——Monday, April 15, 1918
May Day Breakfast, Y. M. C. A.——May 1, 1918
Baccalaureate Sermon——Sunday, May 26, 1918
Senior Promenade——Monday p. m., May 27, 1918
Art Reception——Tuesday afternoon, 2-5, May 28, 1918
Commencement, High School——Tuesday, p. m., May 28, 1918
Field Day Exercises, Wednesday afternoon, 2-5, May 29, 1918
Commencement, Department Fine Arts,——
——Wednesday p. m., May 29, 1918
Senior Class Exercises——Thursday, May 30, 1918
Alumni Luncheon——Thursday 12 m., May 30, 1918
Commencement, College——Thursday, p. m., May 30, 1918

SUMMER SCHOOL.

For 1918.

Term Opens——Monday, June 3, 1918
Term Closes——Saturday, July 27, 1918

FALL SEMESTER.

For 1918.

Term Opens——Tuesday, Sept. 10, 1918

BOARD OF TRUSTEES

Term Expires 1918.

C. M. JACKMAN----------Wichita, Kansas
J. N. HAYMAKER----------Wichita, Kansas
T. W. PHILLIPS, JR.----------Butler, Pennsylvania
HARRY H. ROGERS----------Tulsa, Oklahoma

Term Expires 1919.

Z. A. HARRIS----------Blackwell, Oklahoma
DICK T. MORGAN, House of Representatives------
----------Washington, D. C.
D. W. OHERN----------Norman, Oklahoma
J. H. EVEREST----------Oklahoma City, Oklahoma
W. I WILLIAMS----------Tulsa, Oklahoma

Term Expires 1920.

I. N. McCASH----------East Enid, Oklahoma
O. N. ROTH----------Wichita, Kansas
H. H. CHAMPLIN----------Enid, Oklahoma
T. T. ROBERTS----------Enid, Oklahoma
A. R. SPICER----------Oklahoma City, Oklahoma

OFFICERS AND STANDING COMMITTEES OF THE BOARD

Officers.

Z. A. HARRIS.....President
T. T. ROBERTS.....Secretary

Exexcutive Committee.

I. N. McCASH H. H. CHAMPLIN
Z. A. HARRIS T. T. ROBERTS
C. M. JACKMAN

Faculty.

DICK T. MORGAN A. R. SPICER
J. H. EVEREST D. W. OHERN
I. N. McCASH

Finance.

Z. A. HARRIS T. W. PHILLIPS, JR. H. H. ROGERS
C. M. JACKMAN T. T. ROBERTS
J. N. HAYMAKER

Courses of Study.

H. H. ROGERS
D. W. OHERN W. I. WILLIAMS
O. N. ROTH

FACULTY.*

ISAAC NEWTON McCASH, A. M., LL.D., President, Lecturer on Pastoral Theeology.

B. S., National Normal University, 1882; A. M., Drake University, 1898, LL. D., ibid, 1902; Student Harvard University, Summer, 1899, ibid, University of California, 1908-09; Principal, Ewington Ohio Academy, 1882-84; Superintendent Public Schools, Lyons, Kansas, and Conductor Normal Institutes for Teachers, 1885-90; Pastor, Maryville, Mo., 1890-93; ibid, University Church, Des Moines, Iowa, 1893-1904; Trustee, Drake University, 1893-04; In Europe, Palestine, and Egypt, 1900; Superintendent Anti-Saloon League, Iowa, 1904-07; Pastor, Berkeley, Calif., 1907-09; Corresponding Secretary American Christian Missionary Society, 1909-13; President Spokane University, 1913-1916; President Phillips University, 1916———.

FRANK HAMILTON MARSHALL, A. M., Ph. D., Dean, Ministerial Students; Professor of Biblical and Patristic Greek Language and Literature.

B. S., Butler College, 1888; A. B., ibid, 1890; A. M., ibid, 1891; A. M., The University of Chicago, 1915, Ph. D., Texas Christian University, 1895; Student Butler College, 1884-88, Graduate Student, ibid, 1889-91; ibid, University of Chicago, Summer quarter, 1913, and Spring and Summer quarters, 1915; ibid, University of Colorado, Summer, 1916; Professor Biblical Languages and Literatures, Northwestern Christian College, 1891-96; Pastor Christian Church, Mankato, Minn., 1895-97; Missionary, Tokyo, Japan, 1897-99; Professor Biblical Languages and Literatures, Texas Christian University, 1899-06; Professor of Biblical Greek Language and Literature, Phillips University, 1907——.

ARTHUR FREDERICK REITER, M. S., Dean, Students in Arts and Sciences; Professor of Physics and Chemistry.

A. B. Tri-State College 1899; A. B. Hiram College, 1905; M. S. Chicago University, 1916; Student Ohio Northern University, 1891, 1903-04; Tri-State College 1892-99; Hiram College, 1904-05; Graduate Student University of Chicago, Summer 1908, 10, 12, 14, 16; ibid, Spring and Summer quarters, 1916; Professor of English and Latin, Southern Illinois Christian College, 1899-00; Minister 1900-07; Instructor in English and Mathematics, Central Menonite College, Summer 1907, Assistant Instructor in Physics, University of Chicago, Summer of 1916; Professor of Chemistry and Physics, Phillips University, 1907——.

SAMUEL HENRY HORNE A. M., Dean, Students in Education, Professor of Education and Psychology.

A. B. , National University, O., 1892; A. B., University of Texas, 1907; A. M., University of Kansas, 1916; Student

* Arranged in groups in order of appointment.

National University, 1889-1892; University of Texas, 1894-95, and four subsequent summer terms; Graduate Student University of Chicago, Summers 1912-'13, Spring and Summer 1914; ibid, University of Kansas, Spring and Summer, 1916; Professor of Mathematics and Language, McKinney College, 1895-'98; Principal McKinney High School, 1898-'05; Instructor in Summer Normals; Instructor in History, Texas Christian University, 1905-'06; Professor of Spanish and Instructor in History, ibid, 1906-'07; Professor in Phillips University, 1907——.

CLAUDE CARSON TAYLOR, A. M., Professor of Old Testament Languages and Literature.

A. B., Phillips University, 1909; A. M., ibid, 1910; A.M., University of Kansas, 1913; Student, Normal School, 1891-92; Student Phillips University, 1907-09; Graduate Student, ibid, 1909-'10. ibid, University of Kansas, 1912-'13; Instructor, Public Schools of Missouri and Nebraska, 1892-96; Minister, 1903-07; Instructor, Semitic Languages and Literature, Phillips University, 1909-12; Professor, ibid, 1912——.

ROY JONAS WOLFINGER, A. M., Professor of English Language and Literature.

A. B., University of Oklahoma, 1907; A. M., ibid, 1916; Graduate Student, University of Chicago, 1909-10; Summers 1909 and 1914; ibid, University of Oklahoma, Fall Semester, 1915; Instructor High Schools of Oklahoma, 1900-02, and 1907-09; Superintendent City Schools, 1912-13; Acting Professor of English, Phillips University, 1912-13; Professor, ibid, 1913——.

MAGDALINA STUKEY, A. M., Professor of Modern Languages and Literature.

A. B., University of Michigan, 1901; A. M., ibid, 1912; Student, Oberlin College, 1888-90; ibid, Tri-State College, 1890-92; ibid, University of Michigan, 1898-01; Graduate Student Summer Sessions, Harvard, 1903; in Europe with Bureau of University Travel, 1905; Ohio State University, 1906; Berlin University, 1910; University of Michigan, 1909, 1911 and 1912; D'Institute Francais Pour Etrangers, Paris 1914 Instructor in High Schools, 1893-97, and 1902-11; Instructor in German, Hiram College, 1911-13; Professor of Modern Languages in Phillips University, 1913——.

FRANK ABBOT WELLMAN, A. M., Professor of History and Political Science.

A. B., Phillips University, 1912; A. M. ibid, 1913; A. M., University of Kansas, 1916; Student Phillips University 1909-12; Graduate Student, ibid, 1912-13, ibid, Phillips University and University of Kansas, 1913-14; Professor of History and Political Science in Phillips University, 1914——.

HENRY CLAY SMITH, A. M., LL. B., Professor of Latin and Spanish.

A. B., Ghent College, 1872; A. M., ibid, 1875; LL. B., University of Cincinnati, 1880; Student, Ghent College 1868-72; Student College of Law, University of Cincinnati, 1878-80; President, Warsaw College, 1881-88; Principal High School, 1888-98; President, Paducah College, 1898-1901; Prin-

cipal, Young Women's Department, McLean College, 1901-1913; Assistant Superintendent Anti-Saloon League, Kentucky, 1913-15; Professor of Latin and Spanish in Phillips University, 1915——

HARRY DENMAN SMITH, A. M., Professor of Practical Theology.

A. B., University of Kansas 1887; A. M. Transylvania College 1903; Student University of Missouri, 1884-86; ibid University of Kansas, 1886-87; ibid,, University of Chicago, summers, 1908; '09. In Europe and the Orient in 1913; Pastor, Hopkinsville, Ky., Dallas, Tex., 1886-1917; President Centennial State Convention of Disciples in Kentucky, 1904; Instructor in Bible Ethics and Evidences of Christianity, McLean College, 1898-1913; Lecturer, College of the Bible, Lexington, Ky.; Professor of Practical Theology, Phillips University, 1917——.

JAMES WILLIAM TYLER, A. M., Associate Professor of Education and Psychology.

A. B. Phillips University, 1910; A. M., ibid, 1911; A. M. Oklahoma University, 1917; Student Kirksville, Mo., State Normal, 1895-99; Student Phillips University, 1908-11; Graduate Student University of Oklahoma, Summers 1915-16-17; Teacher Rural Schools 1895-1903; Superintendent Village and Country Schools, 1903-17; Normal Institute Instructor, 1907-15; Associate Professor of Education and Psychology, Phillips University, 1917——

GEORGE W. TIDD, M. S., Professor of Mathematics.

B. S., Valporaiso University 1898; M. S. University of Iowa, 1911; Student Valporaiso University 1894-98; Graduate Student, University of Iowa, 1910-11, and Summers of 1909-11-12-14-15-16. Professor of Mathematics and Science, Steinmann College, 1898, 1904; Professor Physics, Kansas State Normal School, 1912-17; Professor of Mathematics, Phillips University, 1917——

MOSES EDWIN WOOD, A. M., Director of Correspondence and Extension Work.

A. B., Lebanon University, 1894; A. M.,. Clark University, 1911; Student Lebanon University, 1891-94; Graduate Student Clark University, 1910-12; President Somerville College, 1894-96; City Superintendent, 1896-10-12-13; Professor of Psychology, Oklahoma Central Normal School, 1913-16; Professor of Education, Henry Kendall College, 1916-17; Institute Lecturer; Director of Correspondence and Extension Work, Phillips University, 1917——

JOHN F. MAULBETSCH, B. S., Coach and Physical Director.

Ph. C. College of Pharmacy, University of Michigan, 1917; B. S. University of Michigan, 1917; Student, Adrian College, Michigan, 1912-13; Student University of Michigan, 1913-17; Summer Session University of Michigan, 1917. All American Star Foot Ball, 1916-17. Coach and Physical Director, Phillips University, 1917——

FRANK K. SMITH, A. B., Professor of Biology.

A. B., Oklahoma University, 1916; Student University of Oklahoma, 1910-13, 15-16; High School Instructor, 1913-14;

Graduate Student Cornell University, 1916-17; Professor of Biology in Phillips University 1917——

REIN DYSTERHUIS, Professor of Music, Violin.

Student Moyenne, Ecole Francaise, Antwerp, 1889-93; Student, Royal Atheneum, Antwerp 1893-98; Student Antwerp Royal Conservatory, under Prof. Marien, 1890-93, under Prof. Hennen, and Assistant Teacher of Violin, 1893-96; Student, Brussels Conservatory, 1898; First Violin Symphony Orchestra, of Cincinnati, 1899-01; Professor Music in Texas Christian University, 1903-06; Professor of Music in Phillips University, 1907——

CLAUDE R. NEWCOMB, Professor of Music; Voice.

Graduate Knox Conservatory of Music, Galesburg, Ill.; Student, Knox Conservatory, 1907-12; ibid, under Thomas MacBurney, 1912; Instructor in Voice Knox Conservatory, 1911-12; ibid, Marshalltown School of Fine Arts, 1913-14; Professor of Music, Phillips University, 1914——

CHARLES MERIT BLISS, Dean, Fine Arts Students, Professor of Music; Voice, Harmony and Instrumentation, Church Music, History of Music, Lectures and Directing.

Graduate Campbell University College of Music, Teachers' Course, Voice and Harmony, 1895; ibid, Classic Course, 1899; Student of Frank H. Tubbs, New York, S. W. Straub, Chicago, Voice, Oscar Coon, New York, Harmony and Instrumentation; Dean, College of Music, Freemont College, 1896-04· El Reno School of Voice Culture, 1904-08; Private Studios, Oklahoma City, 1908-15; Director Choir and Orchestra, First Christian Church, Oklahoma City, Okla., 1909-15; Dean, College of Fine Arts, Phillips University, 1915——

MAUDE SHOEMAKE BLISS, Professor of Music; Piano and Theory.

Graduate Campbell University College of Music, Teachers' Course, 1889; ibid, Classic Course, 1890; ibid, Post Graduate Work, 1895; Student A. M. Straub, Chicago, 1894; Virgil Clavier School, New York, 1899-1900; Teacher of Piano, Fremont School of Music, El Reno, 1904-08· Private Studios, Oklahoma City, 1908-15; Organist and Accompanist First Christian Church, Oklahoma City, Okla., 1909-15; Professor of Music, Phillips University, 1915——

CHAS. J. WING, A. B. Mus. B., Professor Piano, Pipe Organ and Theory.

University of Michigan, 1908-09; A. B. Oberlin College 1912; Mus. B. Oberlin Conservatory of Music, 1914; Private Teaching; Professor Piano, Hardin College, Mexico, Mo., 1914-15; Professor of Piano and Theory, Converse College, Spartanburg, S. C., 1915-16; Professor of Piano, Organ and Theory Phillips University, 1916——

INA LOGAN HARMON, Instructor in Music, Piano.

Teacher's Diploma in Piano, Phillips University, 1912; Artist's Diploma, ibid, 1914; Student, Caruther's School, Chicago, Summer, 1914; Private Teacher, 1910-14; Instructor Phillips University, 1914——

BERTHA E. McCAFFERTY, A. B., Head of School of Expression and Dramatic Art.

Graduate, Leland T. Powers' School of the Spoken Word, Boston, Mass., '16; A. B. Phillips University, 1917; Student, Kansas University, Summer Session, '13; B. O. Phillips University, '14; Teachers' Certificate of Music, Phillips University 1914; Student, New England Conservatory of Music 1915-16; Member New England Drama League; Private pupil in Diction of Margaret McLean, Columbia University; Private pupil of Rachael Noah Franz; head, Bertha E. McCafferty School of Expression, 1916-17; head of School of Expression and Dramatic Art, Phillips University, 1917——.

*————————, Instructor in Wind Instruments.

BERTHA STARK, Superintendent of the Hospital, Instructor in Training Department for Nurses.

Student Training Department, Wichita Hospital, 1896-98; Graduate, ibid, 1898; Superintendent, Enid Hospital, 1908-09; University Hospital, and Instructor of Trained Nurses, 1909-14 and 1916——

ANNA MAY LINDELL, Instructor, Training Department for Nurses.

Graduate University Hospital and Training School, 1916; Instructor, ibid, 1913——

HIGH SCHOOL INSTRUCTORS.

WILLIAM L. E. SHANE, A. B., Principal of the University High School. Instructor in Education.

A. B., Phillips University, 1909. Student Texas Christian University, 1903-06; Student Phillips University 1907-09; ibid, 1912-13. Graduate Student University of Missouri, Summer Session 1917; in Europe Spring and Summer 1908; Pastor Kingman, Kans., 1910-12; Pastor Neodesha, Kans., 1915-16; General evangelist two seasons; Instructor in Phillips University 1912-15; Principal Phillips University High School 1917——

JOHN CURTIS LAPPIN, A. B., Instuctor in English.

A. B., Phillips University, 1913; Student, Eureka College 1898-02; Student Phillips University, 1910-13; Graduate Student, The University of Colorado, Summer, 1914; Instructor, Phillips University High School, 1913——

WYNNE ERRETT PLOPPER, A. B., Instructor in Mathematics.

A. B., Transylvania University, 1912; Principal, Wray, Ga., Public School, 1912-13; Student, The University of Chicago, Summer 1915; Instructor, Phillips University High School 1915——

HILMA MILLER, B. S., Instructor in Applied Arts and Home Economics.

B. S., Agricultural and Mechanical College of Oklahoma, 1916, Student, ibid, 1912-15; Instructor, Stillwater, Oklahoma, 1915-16; Instructor, Phillips University High School, 1916——

JAMES CLIFFORD SHIRLEY, A. B., Instructor in Science.

A. B., Phillips University, 1917. Student ibid, 1914-17; Student University of Chicago, Summer 1917; Instructor Public Schools of Oklahoma, 1912-14; Instructor Phillips University High School, 1917——

TEMPE ELIZABETH ALLISON, A. B., Instructor in Latin and German.

A. B., Kingfisher College, 1914; Student Phillips University, 1909-10; Student Kingfisher College 1911-14; Student Central State Normal, Spring and Summer Terms, 1909-11; Teacher, Public Schools, 1908-09, 10-12; Instructor in Latin, Kingfisher College Academy, 1913-14; Principal High School 1914-16; Instructor in Latin and English Phillips University Summer School, 1916; ibid, '17; Instructor Latin Department Enid High School, 1916-17; Instructor in Latn and German, Phillips University High School, 1917——.

ELMER L. SOUTHARD, Instructor in Manual Training.

Manual Training Teacher's Certificate, Pittsburg Manual Training Normal 1917; Instructor in Manual Training Phillips University 1917——.

EDITH TITUS, Ph. B., Instructor in History.
University High School, 1917——

Ph. B. University of Chicago, 1917; Student, Friends University, Wichita, Kanasas, 1912; ibid, Colorado State University, 1913; Graduate, Northwestern State Normal, Alva, Okla., 1913; Teacher, Cherokee Public Schools, 1913-15; Student University of Oklahoma, 1915-16; Student, University of Chicago, 1916-17; Instructor in Phillips University High School 1917——

EXECUTIVE AND OTHER OFFICERS

ISAAC NEWTON McCASH, LL. D.----------President

TARLETON TAYLOR ROBERTS------Financial Secretary
(Graduate, College of the Bible Transylvania University)

FRANK HAMILTON MARSHALL, Ph. D.
Dean Ministerial Students

ARTHUR FREDERICK REITER, M. S.
Dean Students in Sciences and Arts

SAMUEL HENRY HORNE, M. A., Dean Students in Education

MOSES E. WOOD, M. A.
Director Correspondence and Extension Work

CHARLES MERIT BLISS----Dean, Students in Fine Arts

WILLIAM L. E. SHANE, A. B.--Principal of the High School

BEULAH BUSH BOGGESS----------Dean of Women

ALICE SEE, A. B.----------Librarian

JOY LOUISE COWLEY----------Registrar

MARIE KEITZER----------Secretary to the President

STANDING COMMITTEES OF THE FACULTY

(The President is ex-officio a member of each committee.)

Enrollment and Classification.

Deans and Principal of the High School.

Library.

Alice See — R. J. Wolfinger
Jas. W. Tylor — H. D. Smith

Faculty Functions.

Mrs. Bliss — Hilma Miller
H. C. Smith — W. E. Plopper
Edith Titus

Student Functions.

S. H. Horne
Rein Dyksterhuis — Chas. J. Wing — Mrs. Boggess
Tempe Allison — Mrs. Mahin

Debate.

G. W. Tidd — Miss McCafferty — J. C. Lappin
F. K. Smith — M. E. Wood

Catalogue and Courses of Instruction.

Deans, Principal of the High School and Director of Correspondence and Extension Courses.

Discipline.

A. F. Reiter — S. H. Horne — C. M. Bliss
W. L. E. Shane — Mrs. Boggess
Mrs. Harmon

Student Publications.

R. J. Wolfinger — Miss Stukey — J. C. Shirley

Student Employment.

T. T. Roberts — E. L. Southard — Jas. W. Tyler

Athletics

F. A. Wellman — H. E. Alton — C. R. Newcomb
J. F. Maulbetsch — C. C. Taylor

Phillips University

Historical Statement.

Phillips University was founded by men who believe in Christian Education in the broad sense of that term. They recognized the fact that true education consists in the harmonious development of the physical, intellectual and moral nature of man. They hold that body, head and heart all need cultivation and that the neglect of any one of these factors results in an unsymmetrical and faulty development. Since Christianity recognizes the whole nature of man, they believed that Christian education must necessarily be the best education. They clearly saw that if true to its conceptions it must provide for all the factors that enter into the complex being with which our educational institutions have to deal. This does not mean, however, that it was their purpose to found a sectarian school. They recognized a broad underlying Christianity that is independent of all sectarian divisions and denominational peculiarities. They desired the school should be non-sectarian consequently no denominational tests are imposed and no sectarian tenets inculcated. The broad general aim is to offer liberal courses of instruction in a healthy Christian atmosphere. Members of the Board and Faculty are not limited to any one religious body, by charter or by-laws. It is the aim of the promoters of the school to avoid the narrowing tendencies of sectarian bias in its general policy and to exemplify the cosmopolitan spirit of the Master in the character and conduct of the school.

This does not mean, however, that Bible teaching is left out of the general plan of the school. On the contrary, among the several departments established are those offering courses in Biblical Languages, Bible and church history, and the professional studies that belong to the education of a minister. Since the College of Liberal Arts is the basis for all forms of specialized work, because culture courses must be the foundation for all technical and professional training in any proper scheme of education, this college occupies the central place in the University around which all other schools are grouped and upon which all depend.

THE PRESSING NEED.

The founders of Phillips University were men of patriotic impulses and philanthropic purpose. They saw the need of institutions of learning dominated by a liberal Christian spirit, in a new and rapidly developing country while the population was still in a plastic state. They saw the need of a Christian school to neutralize the secular spirit which is always strong in new states. People who break away from old associations and surroundings and move out into new places need such an institution of learning as will keep them from swinging away from those higher, nobler views of life that characterize the truly educated man or woman. If institutions of learning are dominated by the secular spirit, they only serve to increase dangers to which people are exposed and which it is their true function to destroy. An education that is purely mercenary in its motive is unworthy. It will thus be seen that the founders of Phillips University were moved to undertake their great task by a pressing need.

The founding of Phillips University was made possible by Hon. T. W. Phillips, in the beginning of the enterprise. Mr. Phillips was a far-sighted man. He saw that the psychological moment had arrived for the establishment of a school devoted to Christian education in the broad sense of that term. He was not sectarian in his feelings, but he believed that Christian education is the only true education and consequently when the enabling act granting statehood to Oklahoma was passed, he said to E. V. Zollars: "If you will go out into that new country and undertake the establishment of a school I will support you." This offer was accepted and the people of the Southwest endorsed the establishment of such a school at Enid. Mr. Phillips may therefore be regarded as the real founder of the institution. He had a deep interest in the institution, and was greatly pleased with its development.

THE FIELD OF THE UNIVERSITY.

1. The State of Oklahoma is a liberal supporter of the University, both in students and money. Its people are cosmopolitan in character, wide-awake, industrious, prosperous, and they set a high estimate on education. Its soil is fertile, its products diversified, its climate delightful, its area large, and it will doubtless have a population of several millions in

the not distant future. It is truly a great state in which to plant a school.

2. Kansas, situated on the north, is a prosperous state rapidly developing. Its people are noted for their intelligence, industry and enterprise. They are also a people that believe in education and rejoice in the fact that Phillips University has been planted so near the southern border of their state. They are sending students and contribute liberally to the support of the school.

3. Arkansas situated on the east is tributary to the school. It is a state of wonderful natural resources and its population is rapidly growing. It is receiving its share of the tide of immigration from the south, east and north. It is so situated that the University can be of great benefit to its people and it in turn lends a helping hand in building up the school.

4. Portions of other neighboring states are within easy reach of Enid and some states farther away that lack educational advantages of high grade are as near to us as to any other school offering its coveted privileges.

5. The field at large is also the field of Phillips University. There is no better place for students to be educated than in this school. Here they are brought into touch with the vigorous, aggressive, practical western life. They form valuable acquaintances throughout a rapidly developing region of wonderful resources. If they go from school into business life, they are in the midst of splendid opportunities; if into the ministry, they are in a country where they are most needed, and which they already have come to understand.

BUILDINGS.

1.—Main Building.

This is a brick structure trimmed in stone, 96x110 feet, consisting of a basement, first story, second story and dormer story, the whole heated by steam and lighted by electricity, with modern system of ventilation, which also extends to the Fine Arts building.

On the first floor is the auditorium with a gallery on three sides, seating capacity for 600 people; a splendid pipe organ is in daily chapel use; the President's and Registrar's

office, a registration room; five large recitation rooms and two cloak rooms.

The second floor is occupied by gallery of auditorium and recitation rooms. In the dormer story are the laboratories for Physics, Chemistry and Biology. The building is imposing in its appearance and complete in all of its appointments. It faces west looking down Broadway. Nearly two miles distant on the Public Square, and looking up Broadway, stands the new Court House.

2.—The Fine Arts Building.

North of the main building stands the Fine Arts Building. In this building are the studios for piano, violin, and voice; a studio for teacher of elocution; an art studio, and an art display room; a large number of practice rooms for instrumental and vocal music and elocution; recitation room for class and ensemble work; and a music library room. This handsome building is connected with the main building by a colonade.

3.—The Ladies' Home.

This faces the south and is situated northwest from the main building 400 feet distant. Its dimensions on the ground floor are 60x120 feet. All rooms are of the same size—12x 14 feet—and connected with each room is a closet 2x6 feet. The second floor is occupied entirely with ladies' rooms of the same size as those below and all having similar closets. There are four bath rooms, two on each floor, a trunk elevator and linen closets. The building has rooming capacity for fifty people, and a dining room to care for 150 persons at one sitting.

4.—The Library Building.

Through the beneficence of the Phillips family, Phillips University now has a modern library building.

It has two large rooms for our Christian Associations. The main floor is given up entirely to library purposes. It contains one large room which is occupied by book stacks and reading tables, a reference library room and a reading room. The third story is occupied by two large literary halls, store and committee rooms. The building is of a beautiful architectural design, and fire proof in character. It is located thirty feet south of the main building completing a central group of three buildings: Main Building, Fine Arts

building, and Library Building. The three are connected by corridors, presenting one continuous front of three hundred feet.

The addition of this library building gives to Phillips University a splendid educational plant, ample in proportion, adequate in equipment, and imposing in appearance.

5.—The Gymnasium.

Through the generosity and good will of the people of Enid, aided by the beneficence of the Phillips family the University has superb athletic facilities.

The new gymnasium is a brick structure. The main room is 69x84 feet with a 25-foot ceiling. It contains a running track six feet wide hung around the entire room. This is sufficiently strong to be used as a gallery at public gatherings. The room is equipped with complete apparatus. The building contains two offices for the accomodation of the Physical Director and Coach. The basement is fitted with lockers and shower baths in two apartments; one for ladies and one for gentlemen.

The college provides competent Physical Directors and Coach, with assistant, to superintend the work on the floor of the gymnasium, and to train the teams and direct the outdoor sports.

THE EQUIPMENT.

The policy of the board is to supply the school with modern, up-to-date equipment. While buildings and equipment cannot make a school, yet they constitute a very important factor and our board is fully alive to that fact. This is pre-eminently the day of the library and the laboratory in nearly all grades of instruction, modern methods of teaching making much use of these agencies. An extensive equipment has been installed.

The Library.

A good working library has become an indispensible part of the equipment of high grade schools. Students are sent to the library to make much of their preparation for classroom work. Even in the high school and preparatory schools of colleges and universities, and in the higher grades of instruction, the library is indispensible. Phillips has a good working library. About five thousand five hundred

volumes of well-selected books are on its shelves and several hundred volumes are added each year. A movement is now well under way to double the number of books in the library this year.

The development of library science in the last few years has made it very evident that a library in the true sense is not merely a certain number of books. The modern library movement seeks to increase by every possible means the usefulness and accessibility of books. Five thousand well-chosen volumes classified, catalogued and accessioned according to modern methods may better deserve the name of library than five times that number carelessly or erratically arranged. Practically all libraries today have card catalogues and shelf lists. Cataloguing has become a science. It is the purpose of Phillips University to enter thoroughly into the spirit of this modern movement. The library has been accessioned, classified, and catalogued according to the "Dewey System," this together with indexes, reference books reading rooms, etc., makes the library a very valuable factor in the University.

All students will find it necessary to use the library more or less. Department libraries are provided, but the Professors of the various schools and colleges send their students to the library for a part of their preparation for class and for special investigation from time to time. In connection with the library there is a reading room, supplied with the leading magazines and serials which students can use whenever they have spare moments.

The Laboratories.

The Board of Trustees recognize fully the value of laboratories and their absolute necessity to a school that aspires to be abreast of the times in its method of instruction. The laboratory method is now employed in almost every department of study and investigation. Recognizing this fact, we have provided four laboratories—Chemical, Biological, Botanical, and Physical. We have already expended thousands of dollars, and, as a matter of course, we will add to this equipment year by year.

Location.

Enid, the County Seat of Garfield County, is an ideal College city. It has a population about equal to Ann Arbor,

Michigan, the seat of that state's University. It is the greatest railroad center in Oklahoma, being 87 miles north of the Capital and 91 miles south of Wichita, Kansas, on the trunk line of the Rock Island. Enid is surrounded by the most prolific wheat region of the state.

Garfield County is the banner thoroughbred live stock county in Oklahoma.

The people of Enid are an intelligent, progressive class of citizens who appreciate learning and culture. The recent discovery of rich pools of oil is making the city wealthy.

Enid has the distinction of having Government Springs. Seven varieties of water flow from the earth in the Government Park, a beautiful resting place in the limits of the city. The city is supplied with an abundance of clear, healthful water. Chemical analysis gives it first rank in healthfulness. It is brought to the surface from unfailing wells. No contamination from alkali or vegetable matter affects it. No city of its size has a record of greater healthfulness.

Admission and Graduation

College Entrance Requirements.

Each student will at the time of his enrollment present a certified list of all High school and College subjects for which he hopes to secure credit. Fifteen units selected in conformity to the requirements stated below are required for unconditioned college entrance. Students may be admitted with fourteen units as conditioned, but the deficit must be removed during the Freshman year.

Accredited High Schools.

The College accepts as its list of accredited high schools the lists prepared by the State High School Inspectors, and those approved by the North Central Association.

Uniform Entrance Credits in Oklahoma.

In the future, the table of officially accredited secondary schools, issued by the Committee on Affiliation at the University of Oklahoma, will be followed rigidly not only by all the higher institutions of learning in the state, but by

accredited High schools in their relations with each other and with non-accredited schools.

(A) High school agreement adopted May 1916:

"The accredited High Schools of Oklahoma will accept the rating given High schools by the Committee on Affiliation at the State University, and will require all applicants from non-accredited High schools to pass a thorough-going examination for all credits granted."

(B) College and Normal School agreement adopted December 1, 1916:

"(1) No student entering our schools shall be given a greater number of credits toward graduation than is allowed to the school by the latest bulletin sent out by the University.

"(2) No credit will be given for work in non-accredited schools or in non-accredited subjects, except upon a thorough examination in those subjects, in which such credit is sought.

"(3) These resolutions shall be effective on and after January 1, 1917."

Definition of Unit.

One unit represents the completion of a year's work in a given subject, recitations being daily, for a school session of nine months. The recitations should be 45 minutes each. Fifteen units represent the work done during the four years' study in a first-class High school, the student taking about four subjects each year. All the units offered for entrance must represent work done above the eighth grade of the public schools.

Required of All Students—15 Units.

1. **English** ----------**3 Units**
   This must include (a) Composition, 1 unit; (b) Elementary Rhetoric, 1 unit; (c) American or English Literature, 1 unit; Uniform college entrance requirements recommended.

2. **Mathematics** ----------**2 Units**
   Including (a) Algebra, 1 unit; (b) Plane Geometry, 1 unit.

3. **Foreign Language** ----------**2 Units**
   These units must be offered in one language. They may be offered in Latin, Greek, German, French or Spanish.

4. Science----------**1 Unit**
This unit must be selected from the following: Botany, Zoology (a combination of Botany and Zoology may be offered), Physics and Chemistry.

5. History----------**1 Unit**
One unit of the following must be offered: Ancient History, Modern History, English History, American History. (one-half unit each of American History and Government may be offered.)

6. Electives----------**6 Units**
These electives are described in detail below.

Description of Entrance Units.

1. English. * Four units, three required. The requirement is that recommended by the National conference on Uniform Entrance Requirements in English (three units). A fourth unit may be offered, provided the work has been approved by the State Inspector.

2. Mathematics. Two required. The required units are (a)* Elementary Algebra through quadratics, one unitl. (b)* Plane Geometry, one unit. Other units permissible are *Solid Geometry, one-half unit, *Algebra, additional one-half unit, taken after Plane Geometry; Plane Trigonometry, one-half unit; Advanced Algebra, one-half unit, taken after Plane Trigonometry, (*Commercial Arithmetic, one-half unit, may be offered only under the most favorable circumstances, and must be taken after Plane Geometry and Elementary Algebra).

3. Latin. Four units. (a) *Beginner's Latin. (b) *Four books of Caesar's Gallic War. Selections from Nepos may be substituted for one book. Prose composition. (c) *Six orations of Cicero. Sallust's Catiline may be submitted for two orations. Prose composition. (d) *Six books of Virgil's Aeneid and prose composition. Ovid may be substituted for part of Virgil.

4. Greek. Three units. (a) Elementary Greek, Xenophon's Anabasis begun. (b) Xenophon's Anabasis, three or four books or equivalent in Attic prose. Composition. (c) Advanced Greek.

5. German. Four units. (a) *Elements of Grammar and reading of about 100 pages of easy German. (b) *Ad-

ditional grammar, composition, writing from dictation. Translation, such as Schiller's Wilhelm Tell. (c) Review of grammar. Translation of about 400 pages of standard German. (d) Advanced German.

6. French. Four units. (a) Elements of Grammar, and reading of 100 pages of easy prose. (b) Syntax, and and 300 pages of standard French. Composition. (c) and (d) Advanced French. Two units of Spanish may be offered in the absence of French.

7. Natural Science. Six units.

(a) ***Physiography.** One unit or one-half unit. Note books and maps required. This may include Geology, one-half unit.

(b) **Physics.** One unit. Recitation and experimental work in laboratory. Note book required.

(c) **Chemistry.** One unit. Text-book, and work in laboratory. Note-book required.

(d) ***Botany.** One unit. Text-book, laboratory work, note-book and field excursions. One-half unit may be offered.

(e) **Zoology.** One unit. Text-book, laboratory work and field excursions. One-half unit may be offered.

(f) ***Physiology.** One unit. Text-book, drawing and laboratory methods. One-half unit may be offered.

(g) ***General Science. One unit.**

The sciences (b) to (f) should be taken in the eleventh and twelfth grades, and will not receive credit if taken earlier than the tenth. Each unit represents three periods of 45 minutes per week devoted to recitation, and two double periods per week spent in laboratory work.

8. History. Four units. One unit required.

(a) ***Ancient History.** One unit. Text-book, outlines, drawings, maps, etc. At least 200 pages of assigned readings. Should be given in first or second year of the High school.

(b) ***Modern History.** One unit. Text-books, outlines, etc. At least 300 pages of assigned reading. Should be taken immediately following the year of ancient history.

(c) ***English History.** One unit. Standard text and at least 300 pages of assigned reading.

(d) ***American History.** One or one-half unit. (d) and

(e) should be taken in the third or fourth year High school and should require at least 350 pages of assigned reading.

9. Vocational Subjects. Three units may be offered. (a) *Agriculture, one or one-half unit. (b) *Domestic Science, one or one-half unit. (c) Commercial Geography, one-half unit. (d) Commercial Law, one-half unit. (e) *Drawing, one or one-half unit. (f) *Bookkeeping, one unit. (g) *Commercial Arithmetic, one-half unit. (h) *Psychology, one-half unit. (i) *Pedagogy, one-half unit. (j) Typewriting and Stenography, two units. Only two units may be offered in Commercial subjects. (k) *Manual training, one unit. (l) *Bible Training, one-half or one unit.

Phillips High School.

For the accomodation of patrons from the smaller villages where only from one to three years of preparatory work is offered, a high school is maintained under separate and competent faculty every member of which is a college graduate. This school is fully accredited, both by the North Central Association of Colleges and High Schools, and by the Oklahoma State Department of Education for the training of public school teachers, who receive two years' certificates to teach without examination. The entrance credits marked (*) above may be taken in our High School, and upon completion of 16 units a diploma may be received, provided the units taken correspond with the college entrance requirements named above.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS.

1. REGULATIONS GOVERNING THE ELECTION OF COURSES IN THE FRESHMAN AND SOPHOMORE YEARS.

During the freshman and sophomore years, the student must choose his subjects according to the Group System, outlined below. The purpose of the first two years of the college is to continue the curriculum of the High School, along general lines.

Required of All Students.

1. Rhetoric. All students are required to take this subject in the freshman year. **5 hours.**

Additional English will be required when deemed necessary.

2. Bible. Required of all students during the freshman or sophomore year. 6 hours.

3. Literary Society Work. At least one creditable literary production shall be rendered each semester of the student's residence in school.

4. Physical Training. Two hours per week during the freshman and sophomore years.

Credit same as for laboratory work, 4 hours.

General Requirements.

1. Foreign Language. Elect one.

(1) Ancient Languages. Total required is the equivalent of four units of one language in high school and college. If four units are offered for entrance there is no additional requirement; if three units, one semester's work is required; if two units, two semesters of the same language is required in college. If a different language is selected than was taken in high school, four semesters of it must be taken.

(2) Modern Language. Requirement same as for ancient language in (1).

2. Science. Elect two.

(1) Mathematics. Total required is three units exclusive of arithmetic. If three are offered, there is no additional requirement. If less than three, five or six semester hours is required if elected.

(2) Physical Sciences. If a unit each of physics and chemistry is offered, there is no additional requirement. If but one unit is offered, two semesters work in one is required if elected.

(3) Biological Sciences. Two units selected from physiology, biology, botany, or zoology will satisfy this requirement if taken in last two years of High School. If less is offered, two semesters of work must be taken if elected.

3. History and Social Sciences. Elect one.

(1) History. Four semester hours of some history not taken in the high school. This requirement may

be waived for those offering three or more units of history.

(2) Philosophy and Education. Six semester hours. Pedagogy and elementary phychology offered for entrance may satisfy this requirement.

II. REGULATIONS GOVERNING THE ELECTION OF COURSES IN THE JUNIOR AND SENIOR YEARS.

1. Major Subject. Each student must select one department for his major subject, not later than the beginning of his junior year. He must complete in this department courses totaling not less than twenty-four (24) semester hours, nor more than forty (40) semester hours, of which at least twelve (12) hours must be courses marked C or above.

2. Minor Subject. Also, the student must elect a department for his Minor subject, and complete a minimum of twelve (12) hours, of which at least eight (8) hours must be courses marked C or above.

III. FREE ELECTIVES.

In addition to the work required above, sufficient electives must be chosen to make a total of 124 semester hours, in order to obtain the degree of Bachelor of Arts.

Definition of Credit Hour.

For college credit the "hour" or "semester hour" is used. It represents one hour period of class room recitation per week for a semester of eighteen weeks. Two or three hours of laboratory work is considered equivalent to an hour of college class work. Fifteen or sixteen hours credit per semester is enough work for the average student, and will complete a college course in four years.

COMBINED COURSE WITH PROFESSIONAL SCHOOLS.

Students who have completed the Junior year in residence in Phillips, who have made an approved choice of electives and satisfied our group requirements for the Freshman and Sophomore years, may upon request, be permitted to do the entire work of the Senior year in any approved school of Engineering, Law, Medicine or Journalism. After furnishing an official transcript of courses taken and grades received in the first year of his professional course, the student may, upon application for graduation and payment of

graduation fee, be granted the A. B. degree as if in resi dence at Phillips. Thus the A. B. degree would be secure in four yars as usual; and in six or seven years the profes sional degree would also be secured.

The work to be done in Phillips College in each of thes combined courses is as follows:

Arts—Medical.

Required courses: Inorganic chemistry, 10 hrs.; colleg algebra and trigonometry, 5 hrs.; physics with laborator course, 10 hrs., or 5 hrs. if High school physics is offered biology, zoology or botany, 10 hrs.; modern language, Ger man or French, 10 hrs., and college rhetoric, 5 hrs.; physica training, 4 hrs. Additional work in chemistry is recommend ed. Electives to make a minimum of 96 hrs.

Arts—Law.

In addition to group requirements, free electives fron English, French, history, government, science, philosophy and religion to make a minimum of 96 hrs.

Arts—Engineering.

Engineering students will select their work chiefly fron mathematics, physics and chemistry; also science, modern language, English and government to make a total of 96 hrs

Arts—Journalism.

Either in High school or in College at least elementary courses in the following must be taken: Physics, chemistry physiology and hygiene, physical geography, geology, com mercial geography, zoology, psychology, history of educa tion, economics, sociology, modern language, history, civics Bible, college rhetoric and additional English, and electives to make a minimum of 96 hrs.

Arts—Ministerial.

Regular four-year college course satisfying group re quirements, taking a major in Biblical language and litera ture. Total 124 hrs.

It is, however, recommended that all ministers take five years for this course, making a minimum of 154 hrs., of which 108 hrs. shall be well recognized college work. Both the B. A. and M. A. degrees would then be granted.

Arts—Education.

The regular four-year college course distributed according to group requirements with a major in education and psychology. Electives to make a total of 124 hrs.

Students completing this course may, upon application, receive a state High school life certificate, either in Oklahoma or Kansas, or both

Combined Courses Approved by the University of Oklahoma.

Combined courses in Law, Medicine and Engineering have been mutually approved by the University of Oklahoma and Phillips. The literary work as outlined above is to be done in Phillips and the professional work in the University of Oklahoma.

REQUIREMENTS FOR THE DEGREE MASTER OF ARTS.

I. The student, having previously received the bachelor's degree from this or some other institution of equal rank, must be enrolled as a resident student for at least two semesters.

II. He must do work amounting to at least 30 semester hours selected from approved courses marked C or D. This work will be under the personal oversight of the professor of the student's major undergraduate subject, and his dean.

III. The candidate must prepare a thesis of merit, representing considerable research, the thesis to be prepared under the direction of the professor named above in II. The theme for the thesis must be presented and approved not later than October 15. The thesis must be completed not later than May 1.

IV. The candidate must pursue his graduate studies along the lines of the Major and Minor subjects of his undergraduate work.

REQUIREMENTS FOR THE DEGREE B. D.

I. The degree Bachelor of Divinity requires three years of advanced theological work, after receiving the degree Bachelor of Arts.

II. The student must offer 14 credits in advanced Biblical and Patristic Greek; 14 credits in Semitic Languages; 6 credits in Apologeties and Criticism; 6 credits in Church History; 16 credits in Biblical Literature and History, and Religious Education.

III. The student must complete work amounting to 90 credits or semester hours.

By special arrangement with the College of Liberal Arts, however, the student may elect one year's work from the Bible College for which he receives credit toward his A. B. degree. This leaves only two subsequent years' study, or 60 credits in the Bible College in order to receive degree B. D

In case the student has completed certain of these required courses in the College of Liberal Arts, he must offer other subjects, elective, in their place.

IV. He must present a Thesis, the preparation of which involves research. The theme must be selected and approved not later than at the opening of the third year's work.

V. Of the three year's work required, at least one year, the third, must be spent in residence at this institution.

REQUIREMENTS FOR THE DEGREE B. S. IN EDUCATION

Students who have received credit for one hundred and forty semester hours, exclusive of the requirements in Physical Training and who have met all the requirements of the College of Liberal Arts for the degree of Bachelor of Arts and who have met all the requirements prescribed by the School of Education will be given both the degrees Bachelor of Arts, and Bachelor of Science in Education.

State Recognition of Phillips University.

The high standard of the work done in Phillips University is shown by the recognition it has received at the hands of the State Boards of Education of Oklahoma and Kansas, by placing it on the list of approved institutions, as witnessed by the following letters:

STATE BOARD OF EDUCATION.

Oklahoma City, Okla., Jan. 16, 1917.

Pres. I. N. McCash,
Enid, Oklahoma.

Dear Sir:

The State Board of Education grants the following recognition towards certification of teachers to Phillips University.

1st. A life High School certificate to graduates who have completed twenty-four hours in education and psychology.

2nd. Special College ecrtificate valid for two years to students of Phillips University who have completed two years of work in the university with the required work in education.

3rd. A State Elementary School certificate valid for two years to students completing one year in the university who have had the work required in education and psychology and have declared their intentions on entrance upon work for such certificates.

4th. Grades made in Phillips University are accepted in lieu of examinations in equivalent subjects on all certificates issued in Oklahoma.

Yours truly,
(Signed) LESLIE T. HUFFMAN,
Secretary.

Topeka, Kansas, April 10, 1914.

Dear Sir:

I am pleased to inform you that at a meeting of the Kansas State Board of Education of this date, your application for the approval of Phillips University was granted, and accordingly the University will be placed on the list of accredited institutions and your graduates will have the privilege of applying for state certificates on the same terms as graduates from institutions in the state.

(Signed) W. D. ROSS,
State Superintendent Public Instruction.

Accordingly, graduates of the College of Liberal Arts in Phillips University who have completed in the School of Education at least twenty-four hours, including psychology, will, upon application to the State Departments of Education of Oklahoma and Kansas, be granted a life High School Certificate.

State Normal Training Certificate.

The State Superintendent of Public Instruction of Oklahoma will give to those graduates of the University High School, who have completed the Normal Training Course, a two-years State Certificate valid in the public schools of Oklahoma.

Courses of Instruction

CLASSIFICATION OF COURSES.

To guide students in the proper sequence of subjects pursued in each department, courses are marked A, B, C or D; the letter following the course number indicating in general its grade, as follows:

A—Elementary courses open to freshmen, requiring no prerequisite college courses.

B—More advanced courses open to freshmen and sophomores requiring no prerequisite college courses but usually requiring prerequisite high-school courses in the same or similar subjects.

C—Courses requiring at least one year's college work in the same or kindred subjects. C courses follow regularly after B courses.

D—Advanced courses requiring at least two years of prerequisite college training. They follow regularly after C courses.

Courses marked C or D may be open to graduate students under some restrictions.

All courses listed for the "First semester" will also be offered the first semester of 1918-'19 unless otherwise indicated.

I. English Language

ENGLISH LANGUAGE AND LITERATURE.

Professor Wolfinger.

1A. College Rhetoric. An introduction to all other college English, and required of all college freshmen. Written compositions, speaking under criticism, and taking notes.

First semester, 5 hours.

3A. Historical Grammar. A study of the development of English constructions. This course is planned for teachers of grammar and literature.

Second semester, 2 hours.

4B. Short Story. A course in the technique, form and history of the short story, offered to those who intend to

write professionally, but interesting to all students of English.
Second semester, 3 hours.

6B. American Prose. A study of the theory of prose writing as practiced by the American essayists, novelists, orators, journalists, and text-book authors.
Second semester, 3 hours.

7A. Argumentation and Debate. Offered in connection with the debate squad, and credited in proportion to work done there. Not more than 2 hours.

9C. Novel. A course in the study, technique and history of the novel, requiring an intensive study of one novel of Howells, Hawthorne, Eliot, Thackeray, Dickens, and Hugo, besides others as assigned. First semester, 4 hours.

12C. English Poets, con. The second semester of English Poets, studying the lives and writings of the latter half of English Verse, Prose and verse composition required, as well as readings. Second semester, 4 hours.

13C and 14 C. Tennyson—Browning, and Wordsworth—Milton, two courses in the study of these poets. At least one semester study of verse required before entrance.
Either course, Second semester, 2 hours.

15D. Shakespere. The theory and practice of Elizabethan drama, studying the comedies. Members of the class will be asked to write several comedies, and to assist in staging one or more. First semester, 3 hours.

16D. Shakespere. Course 15D. con., paying special attention to the tragedies, of which at least four will be read. Both writing and staging plays, required.
Second semester, 4 hours

PUBLIC SPEAKING.

Miss McCafferty.

1 and 2 A. Public Speaking. The aim of this course is to cultivate in the student a facility and forcefulness in presenting to others his own thoughts.
Each semester, 2 hours.

Excellent facilities are offered to take additional private work leading to appropriate diploma in expression. Only a limited additional credit will be given in college. For further particulars, see the Fine Arts catalogue.

II. Ancient Language

BIBLICAL AND PATRISTIC GREEK LANGUAGE AND LITERATURE.

Professor Marshall.

An effort is made in this department to familiarize the student with the entire Greek New Testament, so that he will be encouraged, after graduation, to do his general reading in the original. The Septuagint version of the Old Testament is also studied; first, because it, rather that the Hebrew Scriptures, was the Bible of many in the time of Christ, including some of the New Testament writers; second, because it is valuable collateral reading to throw light on the meaning of New Testament Greek words. For this latter reason the Greek writings of the apostolic fathers are also studied. The student may elect four years of this work.

I. COURSES IN GREEK.

1. B. Elementary Greek. Study of Etymology, with daily drills in composition. First semester, 4 hours.

2. B. Elementary Greek. Completion of the study of the paradigms. Composition continued. Reading of the Gospel and Epistles of John. Second semester, 4 hours.

3. C. The Gospels of Matthew and Mark. Translation, word studies, and New Testament Greek Grammar. First semester, 4 hours.

4. C. The Gospel of Luke and Apocalypse. Grammar continued. Syntax, Moods and Tenses. Second semester, 4 hours.

5 and 6. D. The Septuagint. Translations from Kingdoms, the Psalter, Isaiah, Wisdom of Jesus, and I. Maccabees. Studies in Sweet's Introduction to the Septuagint, its grammar and history, and the relation it sustains to the Hebrew of the Old Testament and the Greek of the New Testament.
(Offered 1917-18). First and second semesters, 1 hour each.

7 and 8. D. Patristic Greek. Translation from the Didache. First Apology of Justin Martyr, selected epistles of Clement, Ignatius, Barnabas, Polycarp, Fragments of Papias, Shepherd of Hermas, with general survey of Patristic Liter-

ature until Latin became the official language of the church. (Offered 1918-19). First and second semesters, 1 hour each.

II. COMBINED COURSES IN GREEK AND ENGLISH.

The following courses are open to students of both the Greek and English New Testament. Linguistic work will be offered for those who are prepared, but the instruction will be interpretative to such an extent as to make it profitable for those not familiar with the Greek text.

9. C. Acts of Apostles. A course of interpretation. (Offered 1918-19). First semester, 2 hours.

10. C. The Miscellaneous Epistles. (Offered 1918-19). Second semester, 2 hours.

11 and 12. C. The Pauline Epistles and Revelation. (Offered 1917-18). First and second semesters, 2 hours each.

III. COURSES IN ENGLISH.

13. B. The Gospels of Matthew and Mark. The Teachings of Jesus and of the sects of the Jews. First semester, 3 hours.

14. B. The Gospels of Luke and John. Second semester, 3 hours.

15. D. The Canon and Text of the New Testament. Discussion of the manuscripts and versions of the New Testament. (Offered 1918-19). Second semester, 3 hours.

17. A. The Literature of the New Testament. A general survey course. Open only to those who have not taken courses 13 and 14. First semester, 3 hours.

OLD TESTAMENT LANGUAGES AND LITERATURE.

Professor Taylor.

1. COURSES IN LANGUAGE.

Since a knowledge of the Old Testament is necessary in the understanding of the New Testament and since the Old Testament was written in Hebrew, a working knowledge of Hebrew, at least, is necessary to every minister who would be able to use the best commentaries and other reference works.

1. C. Elementary Hebrew. The essentials of grammar are mastered using the inductive method, based on the first eight chapters of Genesis. A part of the text is committed to

memory and thorough drill is given in composition. Text books, William H. Harper's Method and Manual and Elements. (Offered 1918-19). First semester, 4 hours.

2. C. Grammar and Reading. The work of the first semester is continued and completed. A wide vocabulary is acquired and further reading is done in the book of Genesis. Text books: Baer and Delitzch's Hebrew Bible and Davis' Lexicon. (Offered 1918-19). Second semester, 4 hours.

3. D. Historical Hebrew. A reading course in Hebrew historical literature, centering on the Book of Samuel, with sight reading in other books; also a review of the Hebrew verb with special attention to the weak verb. Text-books same as in course 2.
(Offered 1917-18). First semester, 4 hours.

4. D. Hebrew Syntax. Rapid reading in historical Hebrew with a careful study of Hebrew syntax and the thought processes of the Hebrew as revealed in the syntax. Text-book: Harper's Elements of Hebrew Syntax.
(Offered 1918-19). Second semester, 4 hours.

II. COURSES IN ENGLISH.

8. A. History of Israel. The rise of the Hebrew Nation and its contact with contemporaneous nations.
First semester, 3 hours.

9. A. History of Israel. Continuation of 8; a study of the Kingdom of Israel, its power, decline and fall.
Second semester, 3 hours.

10. C. The Prophets. A study of the prophetical books of the Old Testament, arranged in chronological order; also the prophetical element of the other books, together with the influence of the prophets upon the government and religion of Israel. (Offered 1917-18). First semester, 3 hours.

11. C. (a.) The Wisdom Literature of the Hebrews. A study of the sages of Israel, their writings, philosophy of life and their part in moulding the conduct of the people.

(b.) The Psalter. Classification of the Hebrew lyrics, and interpretation of the material.
(Offered 1917-18). Second semester, 3 hours.

15. D. Old Testament Theology. A study of the idea of God as reflected in the Literature of the Old Testament.
(Offered 1916-17). First semester, 2 hours.

16. D. Old Testament Theology. Course 15 continued. (Offered 1916-17). Second semester, 2 hours.

17. B. Old Testament Introduction. Such subjects as the text, authorship, canonicity, manuscripts, translations, versions, and languages of the Old Testament are studied. (Offered 1916-17). Second semester, 4 hours.

18. The Literature of the Old Testament. A general survey course intended for students who desire a cursory knowledge of the Old Testament Scriptures. Not open to students who have had courses 8 and 9.

Second semester, 3 hours.

LATIN.

Professor H. C. Smith.

1. B. Sallust. Catiline and Jugurthin War. Thorough review of grammar. Second semester, 3 hours.

2. B. Livy. Two books, rapid reading.

Second semester, 3 hours.

3. B. Vergil. Six books or selections. Emphasis on scansion and mythology. First semester, 4 hours.

4. B. Horace. Odes and selected Epodes. Emphasis on scansion and contemporaneous literature. Prerequisite course 3 B. Second semester, 4 hours.

5. C. Cicero. Select Letters. Study of history of the times. First semester, 3 hours.

III. Modern Language

FRENCH.

Professor Stukey.

The following courses are so planned as to give the students a reading knowledge of French, some acquaintance with the life of the people, and the ability to use the language with correct pronunciation.

1. A. Elementary French. Le Premier Livre by Meras. Snow and Leben's Easy French, Bruno's La Tour de la France. Pattou's Causeries en France, or David's Chez Nous finds a place early in the class work.

First semester, 5 hours.

2. B. Intermediate French. Review of the principles of

grammar with special drill on irregular verbs. Daudet, Trois Contes Choisis; Labiche and Martin, Poudre aux Yeux; and About, Roi des Montagnes. Second semester, 5 hours.

3. C. Modern Writers. The reading is selected from the following: Merimee Columba; Sand Le Mare 'au Diable; Maupassant; Huit Contes Choisis; and Halevy, L 'Abbe Constantin. First semester, 3 hours.

4. C. Victor Hugo's Life and Writings. The romantic drama, Hernani, and the romance, Les Miserables from an abridged edition. (1918-19). Second semester, 3 hours.

5. C. Prose and Poetry. An intensive study of one of the following, supplemented by several others more hastily read. Dumas' Trois Mousquetaires, or Monte-Cristo; Balzac, Cinq Scenes de la Comedie Humaine; Loti, Pecheur d'Islande. (1919-20). First semester, 3 hours.

6. C. The Classic Period in French Literature. The readings selected from Corneille's Cid; Racine's Esther, or Athalie; and Moliere's L'Avare, Les Presieuses Ridicules, or La Malade Imaginaire. Second semester, 3 hours.

7. D. A Teachers' Course in French is offered in lieu of 4 C. or 6 C. when the demand justifies.

Historie de la Letterature Francaise par Delphine Duval is used in courses 3 to 7.

GERMAN.

Professor Stukey.

The aim of this work in German is to acquire a practical knowledge of the language, and to become acquainted with the best literature and its authors. Correct pronunciation, the principles of construction, and paraphrasing are emphasized in all the courses.

Courses 1 and 2, or two years of high school German, are prerequisites for courses 3-6. Six additional hours are prerequisites for 7-11.

1. A. Elementary German. Gronow's Jung Deutschland is the text. Easy reading like the Till Eulenspiegel stories are used as soon as the class can read them with pleasure. Proverbs, poems, and songs committed. First semester, 5 hours.

2. A. Elementary German. Oral and written composi-

tion, conversation and grammar review, are based on the reading selected from such writers as Hauff, Gerstaecker, Hillern, Seidel and Rosegger. Second semester, 5 hours.

3. B. German Prose and Poetry. Moderately difficult prose and poetry selected from Baumbach, Grillparzer, Raabe, Heine, Fouque, Lessing and Schiller.
(1918-19). First semester, 3 hours.

4. B. Lessing and His Works.—Minna von Barnhelm and Emilia Galotti or Nathan der Weise are read intensively. Reports made from some of his other works.
(1918-19). Second semester, 3 hours.

5. B. The Drama and the Novel. Freytag's Die Journalisten studied carefully and Sudermann's Frau Sorge read.
(1919-20). First semester, 3 hours.

6. B. Schiller and His Works. The selections for reading are made from the following: Wilhelm Tell, Marie Stuart, Die Jungfrau von Orleans and Wallensteins Tod.
Second semester, 3 hours.

7. C. Goethe. The study of Goethe's works, except Faust, based on Bernhardt's Meisterwerke. Grimm's Life and Times of Goethe. First semester, 2 hours.

8. C. Goethe. Selections from Faust, Parts I and II. Taylor's Translation of Faust used as a reference.
(1918-19). Second semester, 2 hours.

9. C. History of German Literature. Stroebe and Whitney's Geschichte der Deutschen Literatur used for a general survey of the subject, covering the time from the beginnings of German Literature to the Romantic Movement. Reports and readings from Thomas' Anthology.
(1919-20). First semester.

10. C. History of German Literature, continued. Especial attention is given to the Romantic Movement, and the succeeding great movements studied. Illustrative works read and reports made. Second semester, 2 hours.

11. C. The Pedagogy of German is offered as a substitute for one semester of the Goethe course, or for part of the History of German Literature, when the demand justifies.

SPANISH.

Professor H. C. Smith.

1. A. Elementary Spanish. Grammar, simple composition, short stories for Spanish conversation.
First semester, 5 hours.

2. B. Intermediate Spanish. Review of grammar, irregular verb drill, conversation, easy prose, and New Testament (Modern Spanish). Prerequisite course 1.
Second semester, 5 hours.

3. C. Modern Spanish Literature. Spanish novels, dramas and poetry. Prerequisite courses 1 and 2.
First semester, 4 hours.

4. C. Conversation. Composition, including essays and letter writing in Spanish. One Spanish novel out of class. Prerequisite courses 1 and 2. Second semester, 4 hours.

IV. History and Economics

HISTORY, POLITICAL SCIENCE AND ECONOMY.

Professor Wellman.

The study of history is the study of the progress of humanity. This progress is told best in man's institutions; emphasis ought therefore be placed on these monuments; this purpose will be prominent in the courses described below.

I. HISTORY.

1. A. Europe in the Middle Age. A study of European History from the beginning of the barbarian invasion to the close of the Medieval period.

The text-book will be supplemented by collateral reading, quizzes, reports, outlines and maps. A well-kept note book required. First semester, 3 hours.

2. A. Modern Europe. A survey of European History from the close of the Medieval period to the present time. Method of instruction, similar to that employed in course 1.
Second semester, 4 hours.

3. A. English History. A study of the rise and growth of economic and political institutions from early times to the present. First semester, 4 hours.

4. B. Renaissance and Reformation. A careful study of the political, economic, social, intellectual and artistic development of the Italian people during the last two centuries of the Medieval period. Part 2 of the course develops the connection between the Renaissance and the Protestant Reformation and deals with the progress of the sixteenth century. Second semester, 4 hours.

5. B. Europe Since 1915. A close study of events and the alignment of forces which have brought about the present conditions, political, social, religious and economic in Europe. Second semester, 4 hours.

6. D. Advanced History of Greece and Rome. A detailed study of the institutional development of Greece to the death of Alexander the Great, a like study of Rome to the fall of the Empire in the west.

First semester, 4 hours.

7. D. Balance of Power and Revolutionary Europe. An intensive study of the diplomatic history of Europe from 1715 to 1789, followed by a similar investigation of the revolutionary movement from 1789 to 1815.

Second semester, 4 hours.

8. B. Contemporaneous Hebrew History. (Not Biblical).
(a). Contemporaneous Old Testament History. A study of the rise and development of ancient nations with special reference to their influence upon the Hebrews.
(b). History of New Testament times. The political history of Palestine and the Graeco-Roman world.

First semester, 3 hours.

9. C. General Church History. A careful study of the development of the church with a close observance of its influence upon the thought and politics of the various periods. For advanced students only. Second semester, 3 hours.

10. C. Political History of the United States. An intensive study of United States History from the American Revolution to the end of Jackson's administration.

First semester, 3 hours.

11. C. Political History of the United States. A continuation of course 10, studying the period from Jackson to the present time. Second semester, 3 hours.

12. D. Pedagogy of History. A course in study of the

best methods of instruction in History and Civics for High Schools. (Offered on demand). 2 hours.

II. POLITICAL SCIENCE..

1. C. Principles of Political Science. Deals with the fundamental principles of Political Science; the theory of the state, its origin, development, powers and organization; the classification of states and questions of law rights and citizenship. For advanced students only.

First semester, 4 hours.

2. B. American Government. A systematic study of the development and structure of American Government, national, state and local, with emphasis upon actual workings.

Second semester, 4 hours.

8. B. City Government. Designed to meet the need for a more definite knowledge concerning the rapid advancement in the solution of municipal governmental questions; a close comparison of various systems will be made in the attempt to determine the system best suited to American social and political ideals. First semester, 3 hours.

III. SOCIOLOGY.

1. A. Introductory Sociology.

First semester, 2 hours.

2. B. Social Evolution.

Second semester, 2 hours.

V. Social Sciences.

EDUCATION AND PSYCHOLOGY.

Professor Horne.

Associate Professor Tyler.

I. EDUCATION.

1. C. Philosophy of Education. A discussion of the correlation of modern educational theory and practice in their biological, physiological, sociological, psychological and philosophical aspects. The chief topics discussed are heredity, habit, culture epochs, the education of memory, reason, will, imagination, and the aesthetic nature.

First semester, 4 hours.

2. C. History of Education. A general survey of the whole field from ancient to modern times; including the main features of Oriental, Greek, Roman, Early Christian, Mediaeval, Renaissance and Modern Education.

Second semester, 4 hours.

3. A. Genetic Psychology.—Child Study. A course treating of the development of the child from the earliest years to maturity. Some of the main topics are physical growth, including the rates of growth at different periods, instincts of play, of social consciousness, memory, preception.

First semester, 4 hours.

4. A. Educational Psychology. A study of the organizations developed in the nervous system and in the consciousness through school training in the various subjects taught. An investigation of the elements and principles of the learning process, the correlation of studies, motor training, etc. Second semester, 4 hours.

5. D. Social Education. A study of Education in its social aspects. First semester, 2 hours.

6. C. Organization and Administration of School Systems. A presentation of some of the principles and methods of efficient management and supervision.

Second semester, 2 hours.

7. B. Technique of Teaching. A study of the principles underlying effective class-instruction. The routine of teaching, and the general principles governing the use of textbooks, securing attention and interest, applying tests, etc.

Second semester, 2 hours.

8. D. Educational Measurements. A study of statistical methods and their application to school problems.

Second semester, 2 hours.

9. C. Psychology of the High School Subjects. A study of the psychological principles and mental processes involved in the learning of the subjects of the High School curriculum. First semester. 2 hours.

II. PSYCHOLOGY.

1. B. Psychology. This is a course in general psychology, including a survey of the mechanism of the nervous system It aims to introduce the student to the main facts, principles, problems and methods of psychology, either as a part of

his general educational appointment, or as a preparation for professonal study in education, law, medicine, business, or the ministry. Hence it is advised that all students take this course, preferably in the sophomore year.

First semester, 4 hours.

2. C. Experimental Psychology. Designed to afford the student some training in the laboratory method in psychological research. A study of visual, auditory, cutaneous, olfactory, gustatory, and kinaesthetic sensations, will be followed by the application of experimental methods to the more complex mental processes.

Second semester, 2 hours.

3. D. Social Psychology. An investigation of reciprocal psychic factors operating upon the individual and the group to influence material and social progress. A study of the psychology of business, medicine, law, the ministry, etc. Prerequisite, Psychology 1 and 2 or 4. For senior college students. Second semester, 2 hours.

4. C. Advanced Psychology. This is a general course in psychology, but more intensive in character, and with wider reading in connection with special topics, such as sensation, perception, images ,will, etc. First semester, 2 hours.

5. A. Educational Psychology. See Education 4.

Second semester, 4 hours.

6. A. Genetic Psychology. See Education 3.

First semester, 4 hours.

7. C. Psychology of the High School Subjects. See Education 9. First semester, 2 hours.

8. B. Vocational Psychology. An investigation of the application of psychology to business procedure, as in advertising, selling, and general efficiency.

First semester, 2 hours.

9. D. Psychology of Religion. See Philosophy, course 4.

Second semester, 3 hours.

PHILISOPHY.

Professor Harry D. Smith.

1. C. Introduction to Philosophy. A course in fundamentals, prerequisite to course 2.

First semester, 4 hours.

2. D. Philosophy of the Christian Religion. An exhibit of Christianity against a background of Nature and Mankind and especially of religion in general.

Second semester, 4 hours.

3. B. Ethics. A course in the principles of its various schools culminating in a suitable emphasis of Christian Ethics. First semester, 3 hours.

4. C. Psychology of Religion. A study of the human mind in its various attitudes toward religion.

Second semester, 3 hours

CHRISTIAN DOCTRINE AND APOLOGETICS.

Professor Taylor (in charge).

1. A. First Principles. A statement and discussion of the fundamental teachings of the New Testament.

(Offered 1917-18). First semester, 3 hours.

2. A. The Principles of the Restoration Movement.

(Offered 1917-18). First semester, 3 hours.

3. B. Apologetics. Christianity defensively stated.

(Offered 1918-19). Second semester, 3 hours.

PRACTICAL THEOLOGY.

Professor Harry D. Smith.

I. RELIGIOUS EDUCATION.

1. B. History of Religious Education. A study of the beginning of religious education, leading up to the present status of the work. First semester, 3 hours.

2. B. Material of Religious Education. A study of the various helps, systems, and literature of the Sunday School.

Second semester, 3 hours.

II. HOMILETICS.

8. B. The Science and Art of Preaching. This work is both theoretical and practical. Text book and lectures are used. First semester, 4 hours.

9. B. The Development of the Sermon. Continuation of course 8. Sermonic masterpieces are studied and sermon outlines are developed by the student.

Second semester, 4 hours.

III. MINISTERIAL WORK.

1. The Minister. The work and office of the minister are given careful attention.

First semester, 3 hours.

2. Church Administration. The practical phases of church work are discussed. Second semester, 3 hours.

VI. Biological Sciences.

BIOLOGY AND GEOLOGY.

Professor F. K. Smith.

I. BIOLOGY.

1. A. Invertebrate Zoology. This course is a survey of the general field of zoology with reference to classification, ecology, life histories, distribution, and economic relations of animals. Two hours of recitation and six hours of laboratory work per week.

Text, Hagner's College Zoology. Manual for laboratory, Drew's Invertebrate Zoology. First semester, 5 hours.

2. B. Vertebrate Zoology. A detailed study of the vertebrates. Primarily for students who specialize in biology. Two hours of recitation and six hours of laboratory work per week.

Text, Parker and Haswell's Text-Book of Zoology, Vol II. Manual for laboratory, Pratt's Vertebrate Zoology.

Second semester, 5 hours.

3. A. Nature Study. This course is primarily for students who do not intend to specialize in biology, but desire to become acquainted with the common plants and animals and their modes of life. Polular misconceptions of organism will be corrected. This course cannot count towards the group requirement. One hour of recitation and four hours of laboratory work per week.

Second semester, 3 hours.

4. B. Human Body. A study of the anatomy, physiology and hygiene of the human body. This course is designed primarily for those who are preparing to teach and for those who desire the course as a part of a liberal education. Two

hours of recitation and six hours of laboratory work per week.

Text, Martin's Human Body. First semester, 5 hours.

5. C. Entomology. A study of the classification, structure, ecology, distribution, life histories and economic relations of insects. Two hours of recitation and six hours of laboratory work per week.

Text, Comstock's Insect Life. Laboratory Manual, Comstock and Kellogg's Elements of Insect Anatomy.

Second semester, 5 hours.

6. C. Educational Biology. This course is designed for those who are preparing to teach biology. The aims and methods of teaching biology and the preparation of material for laboratory work are considered.

Second semester, 2 hours.

7. D. Zoological Literature. This course includes a survey of leading works on Zoology from the beginning of zoological investigation to the present time. The course is designed to also acquaint the student with present lines of investigation, the results of which occur in current publications. First semester, 3 hours.

8. D. Special Zoology. This course is primarily for those who plan to do graduate work in zoology. The outline of the work will be varied to suit the interest and needs of the individual student. Second semester, 1, 2 or 3 hours.

II. GEOLOGY.

1. B. General Geology. This course is designed to give an understanding of the fundamental principles of geology with reference to the origin, structure, and processes of change of the earth. The study of the succession of life on the earth is included. Four hours of recitation and two hours of laboratory work per week. Prerequisite High School Physiography, or equivalent.

Text, Chamberlin and Salisbury's College Geology.

First semester, 5 hours.

VII. Physical Sciences.

CHEMISTRY AND PHYSICS.

Professor Reiter.

*Assistant.

I. CHEMISTRY.

1. A. Elementary Chemistry. An introduction to the nature and properties of the common chemical elements and the fundamental laws of chemistry, together with their application. Three hours text, and four hours laboratory.
First semester, 5 hours.

2. B. General Chemistry. An advanced course in the properties and laws of the chemical elements. Course 1 is a prerequisite. Two hours text and six hours laboratory.
Second semester, 5 hours.

3. B. Qualitative Chemistry. A comprehensive course in the separation and identification of both cations and anions. Two hours' lecture and quiz, and seven hours laboratory.
First semester, 5 hours.

4. C. Quantitative Chemistry. An introduction to quantitative chemistry by gravimedic, volumetric, and electrolytic methods. Prerequisite, course 3 Two hours recitation or quiz and nine hours laboratory. Second semester, 5 hours.

5. C. Organic Chemistry. A brief study of the more important organic compounds. Three hours lecture and quiz, and four hours laboratory.
(1919-20). First semester, 5 hours.

7. D. Physical Chemistry. Lectures and recitations; gas laws; kinetic, molecular and ionic theories; electro chemistry, reaction, velocity, chemical equilibrium; and related topics. First semester, 5 hours.

II. PHYSICS.

2. A. Elementary Physics. A nonmathematical course, covering entire subject, open to students not offering an entrance unit in physics. Three hours' recitation and four hours laboratory. Second semester, 5 hours.

3. B. College Physics. An advanced course in general

physics. May be taken at same time as trigonometry. The course, requires a knowledge of trigonometry.
First semester, 3 hours.

4. B. College Physics. The continuation and completion of 3. B. Second semester, 3 hours.

5. C. Mechanics and Heat. A laboratory course in these subjects requiring a working acquaintance with trigonometry. Two recitations and six laboratory exercise.
(1919-20). First semester, 5 hours.

6. C. Magnetism, Electricity and Light. A laboratory course offered as in 3. B. Two recitations and six laboratory exercises. (1919-20). Second semester, 3 hours.

Pedagogy courses arranged upon demand.

*To be selected.

VIII. Mathematical Sciences.

MATHEMATICS.

Professor Tidd.

***Assistant**

A. Elementary Algebra. The content of this course is the same as the third half unit of High School algebra. It may not be taken for credit by those offering more than one unit for entrance, neither will it absolve the group requirements in mathematics nor count on major. Upon sufficient demand. First semester, 3 hours.

A. Solid Geometry. The geometry of space with original exercises and problems. May not count on major or group requirement. Offered upon sufficient demand.
First semester, 2 hours.

1. A. Plane Trigonometry. The elements of plane trigonometry and solution of equations and problems. It is recommended that college algrebra accompany the course.
First semester, 3 hours.

2. A. College Algebra. Complex numbers, logarithms, permutations and combinations, binomial theorem, partial fractions, determinants, Horner's method, and graphic algebra. This course must be preceded or accompanied by trigonometry. First semester, 2 hours.

3. B. Analytical Geometry. Points, straight lines, circles and other conic sections; transformation of co-ordinates and general equations of the second degree. Prerequisite, trigonometry. Second semester, 3 hours.

4. B. Differential Calculus. Methods of obtaining the differential and the derivative, together with their significance. Recommended to be followed by 5. C.
First smester, 3 hours.

5. C. Integral Calculus. The development and use of the integral with numerous applications in practical problems. Second semester, 3 hours.

6. B. Descriptive Astronomy. A course considering primarily the physical and historical aspects of the subject, and identification of constellations. First semester, 3 hours.

7. B. Plane Surveying. Field work with level, transit, and plane table, correction of errors; drawing of contour maps. Second semester, 5 hours.

8. D. Pedagogy, Secondary Mathematics. High School algebra and geometry will be examined from the standpoint of most effective class-room presentation.
First semester, 2 hours.

9. D. Advanced Differential Calculus. For those who are specializing in mathematics. First semester, 5 hours.

10. D. Advanced Integral Calculus.
Second semester, 5 hours.

11. D. Theory of Errors and Least Squares.
Second semester, 3 hours.

12. D. Graduate Courses will be given in Differential Equations, Vector Analysis, Determinants, Elliptic Integrals, and Hyperbolic Functions upon demand.

IX. Miscelaneous.

THEORY AND HISTORY MUSIC.

Professor Bliss.

Professor Wing.

1. A. Harmony. Notation, intervals, major and minor scales, melody writing. First semester, 2 hours.

2. A. Harmony. Continuation of melody writing, princi-

pal and subordinate triads in major and minor keys and their inversion, first, second, third and fourth class discords.
Second semester, 2 hours.

3. B. Harmony. Continuation of Music 2. A. Modulation, altered chords, extraneous modulation.
First semester, 2 hours.

4. B. Harmony. Completing the course and leading to harmonic analysis. Second semester, 2 hours.

5. C. Harmonic Analysis. Enabling the student to see at a glance the harmonic structure of a composition. A careful study of excerpts of many composers and nationalities.
First semester, 2 hours.

6. C. Counterpoint. Principles of harmony applied to counterpoint. Second semester, 2 hours.

7. C. Counterpoint. Imitation, invention forms, free polyphonic forms. First semester, 2 hours.

8. C. Composition. Original work in simple forms.
Second semester, 2 hours

9 C. Pedagogy and Interpretation. This course includes the principles of psychology as applied to the teaching of music and a discussion of the various methods of interpretation. Lectures and readings given either individually or in classes at the option of the Dean by the Professor in charge.
First semester, 2 hours.

10. C. Instrumentation. Study of compass, quality of tone balance and contrast of various instruments with simple exercises in arranging for orchestra.
Second semester, 2 hours.

12. D. The Fugue. Fugue, subject, response. The four voice fugue, the fugue with less or more than four parts. double and triple fugue. Second semester, 2 hours.

13. A. History Music. A study of the beginning and development of music, its various forms and instruments, with illustrations upon the Edison. First semester, 2 hours.

14. A. History Music. A continuation of course 13. A. by lecture, individual research and by illustrations upon the Edison, bringing the subject down to the present day.
Second semester, 2 hours.

15. B. Form and Analysis. A study of the structure and

development of musical forms from the simplest phase to the song form with trio. First semester, 1 hour.

16. C. Form and Analysis. A continuation and completing of music 15 B. These two courses are offered for those who desire an analytic knowledge of musical composition from an intellectual and emotional standpoint.
Second semester, 1 hour.

With four piano, two voice and one violin teachers we offer excellent facilities for those wishing private music lessons. No college credit is given for this work. But appropriate music certificates and diplomas are given. For particulars send for music catalogue.

PHYSICAL TRAINING.

Professor Maulbetsch.

***Assistants.**

Graded exercises and games to insure correct carriage, muscular vigor and healthfulness; interspersed with lectures on cause, prevention and hygienic treatment of common disorders which reduce the student's efficiency.

FOR MEN.

Professor Maulbetsch.

1. A. Physical Training. Marching, tumbling, parallel bars, trapeze, Indian clubs, dumb-bells, etc., and lectures and quizzes. Two hours a week. First semester, 1 hour.

2. A. Physical Training, continuation of course 1.
Second semester, 1 hour.

3. A. Advanced Physical Training. Continuation of work begun in courses 1 and 2. First semester, 1 hour.

4. A. Advanced Physical Training. Continuation of course 3. Second semester, 1 hour.

5. B. Football. One season in game.
First semester, 1 hour.

6. B. Basketball. One season in game. A part of first and second semesters. 1 hour.

7. B. Baseball. One season in game.
Second semester, 1 hour.

8. B. Track. One season. 1 hour.

9. B. Tennis. One season. 1 hour.

10. C. Principles Coaching. Methods in coaching boy's gymnasium and athletic games. 1 hour.

FOR WOMEN.

Mrs. Maulbetsch.

1. A. Physical Training. Drills, marching, Indian clubs, dumb-bells, indoor games, etc., and lectures and quizzes. Two hours a week. First semester, 1 hour.

2. A. Physical Training. Continuation of course 1. Second semester, 1 hour.

4. A. Advanced Physical Training. Continuation of work begun in courses 1 and 2. First semester, 1 hour.

44. A. Advanced Physical Training. Continuation of course 3. Second semester, 1 hour.

5. A. Basketball. One season in game. 1 hour.

9. B. Tennis. One season in game. 1 hour.

10 C. Principles Coaching. Methods in coaching girl's gymnasium and athletic games. 1 hour.

UNIVERSITY EXTENSION WORK.

Professor Moses E. Wood Director.

Purpose of Extension Work.

The time has passed when a college or university can confine its work within the walls of the buildings or limit its activities to the boundaries of the campus or community in which it is situated. Its services must reach more people throughout a wider territory and bring to them in larger measure opportunities for contact with the president and faculty members to the end that these may extend their usefulness and the people may benefit by this service; that every dollar added to endowment, each new faculty member and all added departments may simply extend the walls of the university to include the people who need its benefits.

How Extension Courses are Conducted.

I. LECTURE COURSES. The Extension feature provides lecturers when a call is made for them by churches, schools,

communities, labor organizations, social or literary clubs, municipalities, farmers' meetings, young people's conventions and teachers' associations. A lecturer will give one lecture for a special occasion or he will deliver a series of lectures from three to ten in number.

A. Lectures for General Students.

1. Biological Sciences, two courses, 5 hours each; English, five courses, two to four hours; French, two courses, three to five hours; German, two courses, three to five hours; Spanish, two courses, three to five hours; History, five courses, two to five hours; Mathematics, five courses, three to five hours. Other courses offered on demand.

B. Lectures for Bible Students.

A. Ministerial Students.
   1. New Testament, two courses, three hours.
   2. Old Testament, one course, three hours.
   3. Religious Education, one course, three hours.

B. Church and Bible School Workers.
   1. Courses in Church work and Bible School Methods. Twelve lectures.
   2. New Testament and Missions, six lectures.
   3. Bible Introduction, ten lectures.

C. Popular Courses.

1. Social and Economic Aspects, six to ten lectures.
2. Popular Science Courses, six to ten lectures.
3. Education and Present Day Methods of Instructions. Three to ten lectures each in three courses.
4. British Poets of the 19th Century, six to twelve lectures.
5. Civic and Current Topics, ten or more lectures.

D. Education.

1. Psychology, six courses.
2. Pedagogy, ten or more courses.
3. Philosophy, six courses.

All of the above lectures will be given when desired in places within reach of the school by professors who are at the head of the department in which the special subject is found. All of them may be given at the University when demanded.

II. CORRESPONDENCE STUDY COURSES.

All courses offered to Phillips University students in residence may be taken by correspondence with the exception of laboratory courses and observation courses in teacher training. Even these may be taken when conditions are such that they can be approved by the faculty committee.

Men and women actively engaged may do much of the work of the university through correspondence. It is entirely possible to work out fifty per cent of undergraduate courses and twenty-five percent of graduate courses by correspondence. Life diplomas, college life certificates, grades for county certificates, and credits towards degrees may be made by busy teachers, principals and superintendents; by church workers, ministers and missionaries; by medical, legal, and commercial students, and by farmers, carpenters, builders, automobile owners, housekeepers, cooks and nurses.

III. SOCIAL SURVEYS.

The departments of Education and Economics will assist school officials, county officers, farmers clubs, or women's organizations in making social surveys of school districts, towns, counties or cities. Much useful information may be obtained in regard to health, manner of living, agriculture, means of transportation, buying and selling, roads, rentals, schooling and other things of vital importance by these surveys.

IV. Community Music.

A. Towns, School Districts and local centers may obtain the services of teachers in instructing their musical organizations both in the fundamentals and practice drills of orchestras and bands. The school will send players of instruments to assist at town, city or community gatherings.

B. Community Singing will be conducted personally by the teachers of vocal music of Phillips University when the glee club or chorus is sufficiently large to create this demand.

Teachers will be sent to communities where classes are formed for study to instruct them in the fundamentals of singing. Ten or twelve lessons will be given and a concert will be held. School buildings, meeting houses, halls or private homes may be used for such classes. There should be

extension class instruction in every community in America until all the people are independent of instruction and singing has once more become universal in this country.

V. Extension Classes.

Phillips University has no school on Mondays but conducts its regular classes on Saturdays. This gives an opportunity for people of Enid and surrounding communities to come in and take work with these classes. Students who are taking work by correspondence will be able to use the library, laboratories, domestic science and manual training equipment; to drop into the automobile school or into the classes regularly conducted throughout the university.

VI. Extension Instructors.

Deans, heads of departments, professors and assistants will go out to deliver lectures, conduct classes in the university, and prepare lessons and grade papers in correspondence.

GENERAL INFORMATION.

Time to Enter.

The best time to enter is at the beginning of the semester or as near the beginning as possible. Students may, however, enter at other times, but it will be attended with disadvantages.

Late Enrollment.

An additional fee of one dollar will be charged those who enroll after the regular enrollment days. This fee for late enrollment does not apply to students enrolling in the University for the first time.

Enrollment Procedure.

1. Application for enrollment will be made at the registrar's office where a blank enrollment card will be issued.

2. Certified credentials signed by the superintendent or principal of school previously attended enumerating all subjects for which entrance credit is sought indicating the time devoted to each subject, must be presented the dean or principal for classification. Any claim for advanced standing must be made at this time, but no advanced credit will be given for work taken in high school without examination.

Students coming from other colleges must present evidence of honorable dismissal.

3. A course of study is selected with the advice of teachers and presented the dean or principal for approval.

Students previously enrolled must complete or make satisfactory arrangements to complete the work of the previous semester before beginning the work of a subsequent semester.

4. The classification and enrollment card is returned to the registrar's office where all fees must be paid.

Amount of Work.

Fifteen hours of recitation per week will keep the average student busy. If additional work is taken by the consent of the classification committee it must be dropped if the student's work proves unsatisfactory.

Eighteen hours is the maximum credit permitted students who devote all their time to school work. This number will be reduced one hour for each of the following reasons: Y. M. C. A. or Y. W. C. A. president or secretary; president or secretary of literary society; work for less than full support. The eighteen hour maximum will be reduced two hours for each of the following reasons: for each credit hour for participation in athletic sports, or business manager of athletic team; editor or business manager of Slate; participation in oratorical contest; or work for full self support.

No student will be permitted to enroll for less than twelve hours without the consent of the classification committee.

Entering or Leaving Classes.

Large liberty is allowed students in the selection of studies, but no student is permitted to enter or leave classes without the consent of his dean or principal. Any course dropped after the first month of the semester will be reported as failed.

Chapel Attendance.

Students are required to attend chapel. The time spent in chapel is of great value and the earnest student will feel that he cannot afford to miss the advantage to be gained.

Regularity in Attendance.

Students should make it the rule of their school life to

be very regular in attendance at recitations and all the required exercises of the school. Irregularity makes satisfactory progress impossible. The missing of even a few recitations detracts seriously from the students standing.

Probational Discipline.

All students having three absences from any one class or from chapel will be reported to the discipline committee who will investigate the delinquency. If the absences can not be excused the student will be placed on probation for such time as the committee may designate. Other irregularities in the conduct of students may be treated in the same manner. No student upon probation may participate in intercollegiate contests.

Examinations.

All students are required to take the examinations or tests that come during the last week of each semester, and those receiving a satisfactory grade will be passed. Those who, in the judgment of the instructor, should have passed, may be marked conditioned and be permitted to take a second examination.

Private Examinations.

Students who may, for any reason, fail to complete the work of a term in any study, may at the option of the teacher secure a private examination upon presentation of the registrar's receipt for payment of the one dollar examination fee.

Removing Conditions.

All conditions must be removed by examination or otherwise, on or before the beginning of the first semester of the following year; otherwise they will be marked failures.

Credits Needed for Classification.

For Freshman ranking, 15 High School units.
For Sophomore ranking, 24 semester hours.
For Junior ranking 56 semester hours.
For Senior ranking, 90 semester hours.
For Graduation, 124 semester hours.

Graduation and Diplomas.

All candidates for graduation must make formal application for graduation accompanied by the graduation fee at

the time of their enrollment for their last semester's work. It must be endorsed by each dean or principal in whose departmnt conditions for graduation are to be satisfied, naming all courses still required to be completed before graduation.

The graduates of any of the colleges and schools receive the University diploma upon the payment of the prescribed diploma fees.

Special certificates are granted to those completing regularly formulated shorter courses.

Those completing the work of the High School receive a diploma which is equivalent to that granted by the best High Schools.

Non-faculty Instruction.

In order to retain standing and secure credits or degrees, students enrolled in the University must take their training in the departments and courses offered by the institution.

Residence Defined.

One year of residence is required for all degrees. Not less than 30 semester hours credit exculsive of physical training should be earned in this time. Regularly this requires two semesters attendance; but one semester and a summer term, or three summer terms, supplemented by 8 semester hours of correspondence work will satisfy the residence requirement.

Rooms for Ladies.

We require all non-resident young ladies to room in the 'Young Ladies' Home, where they will be under the special care of the Dean of Women, who has general supervision of all ladies in school. If the hall will not accomodate all of the young ladies, arrangements will be made for rooms in private families where several can room together, accompanied by lady teachers. Girls will not be permitted to move out of the hall except on permission of the parents and the President. Removal from the dormitory does not take away the necessary restrictions governing young lady students away from home.

Permission may, however, be given ladies to room with relatives or in private homes for purposes of self-board. But ladies and gentlemen students must room in separate homes.

Ladies rooming in the hall should provide themselves with their own rugs, curtains, sheets, pillow cases, blankets, comforts, towels, table napkins, napkin ring, a hot water bottle, and a supply of simple medicines; also a knife, fork, spoon and glass to be used in room in case of sickness.

Rooms should be engaged in advance. A deposit of $3.00 must be made at the time of reservation. This sum will be credited on the first payment made for the room. Two girls occupy each room for which each pays $20.00 per semester.

Rooms for Gentlemen.

Young men will be permitted to select thir own rooming place, subject to the approval of the faculty. Good rooms can be had in private homes near the University from 75 cents to $1.25 per week.

Board.

Meals are served in the dining room of the Womens' Home to both ladies and gentlemen at $4.00 per week. Ladies who leave the hall will not be permitted to take their meals there. No reduction will be made for meals missed for part of week unless arrangement is made at the beginning of the term for regular absences. For regular weekly absences previously arranged for, a reduction of 15 cents per meal is made.

Board may be had in private homes for $4.50 to $5.00 per week.

Refund.

No monies paid for tuition or room and board will be refunded after the first week. In case of extreme illness a due bill for the unused amount will be issued, and entitles the student to its use in subsequent semesters.

EXPENSES.

Ttition and room rent are payable by the term in advance.

Tuition.

For Semester, Eighteen Weeks.

College students	$25.00
Ministerial students	10.00
High School	20.00

Music, depending on teacher selected, for two half hour lessons per week:

Piano	$18.00, $36.00 or $45.00
Voice	$36.00 or $45.00
Violin	$36.00
Pipe Organ	$54 00
Theory, classes from	$4 00 to $12.00
Expression, one hour per week	$18.00
Art, two hours per week	$25.00

Correspondence Fees.

College work per semester hour	$3.50

Fees.

For Semester, Eighteen Weeks.

Student Activities, inculding Gymnasium	$4.00
Chemistry	3.00
Zoology	2.00
Botany	2.00
Physics	1.00
Late Enrollment	1.00
Use of practice piano, one hour per day	5.00

Diploma Fees.

College Diplomas	$5.00
University High School	3.00
Certificates	2.00

Living Expense per Week.

Board, at University Dining Hall	$4.00
Board, private homes	$4.00 to $5.00
Rooms, in private homes	75c. to $1.25
Rooms in Ladies' Home, per semester,	20.00

Rules Governing Organizations.

All organizations of students attending Phillips University must have their charters, constitution and by-laws approvided by the president, faculty and board of trustees.

Organizations.

(1.) The Churches of Enid. Enid is well supplied with churches. Nearly all of the leading Christian bodies are represented.

(2.) Student Volunteer Band. We believe that the

University should inculcate the Missionary spirit. We have a number of young men and women who are preparing themselves for service in the foreign field. They have organized a "Student Volunteer Band." They hold regular meetings for the purpose of deepening their interest in the work.

(3.) Mission Study. Large classes in Mission Study have been maintained here. The various foreign fields have been studied and discussed. During the coming year the work will be continued under a competent leader.

A good missionary library is being rapidly built up. It receives substantial additions every year.

A good start has been made toward a missionary museum. Idols, curios, etc., from Africa, Japan and other countries have already been received.

Friends of Missions are solicited to present books and curios to Phillips University, as good use will be made of them by the Mission Study Class.

(4.) Y. M. C. A. and Y. W. C. A. The University has provided good quarters for these organizations. Large beautiful rooms have been placed at their disposal for their exclusive use. These rooms are in the Library Building.

We place a high estimate on the work of the Y. M. C. A. and the Y. W. C. A. This work is undenominational in character. Its object is to promote spiritual growth and earnest consistent Christian life. Bible class work is especially valuable.

(5.) Ministerial Association. A ministerial association composed of students preparing for the ministry has been formed. Much can be accomplished by discussing themes relating to church work, delivering sermons and writing papers on practical church problems. All ministerial students must become members of this organization which labors for the mutual welfare of its members. The fee is 50c. paid once a year.

(6.) The University Band. A band has been organized and is doing good work. New students who own instruments are requested to bring them when they enter the University. A competent instructor will train a band to a high standard of efficiency.

(7.) Literary Societies. There are two Literary Societies well organized and doing efficient work. Good pro-

grams, literatary and musical, are given each Monday evening. The societies seek to broaden the interests of students to promote college spirit; to give practical experience in public spaking and generaal literary work. Any student may join one of these societies.

Expenses at a Minimum.

This educational enterprise is in no sense a money-making scheme. It is benevolent and philanthropic in the finest sense. To this end the expenses will be kept to the lowest possible point. Until the institution is fully endowed tuition fees in all departments must necessarily be charged, but they are made as low as possible.

We believe a student who is willing to economize can go cheaper here than to the average state school. Our cooperative form of boarding saves more than the average cost of tuition and our students are free from the expense incident to school clubs, fraternities and sororities to which students in most state schools are subject.

Spending Money.

Students need very little money beyond what is required for tuition, board and books. Many parents make a serious mistake in this matter. Inexperienced boys and girls are very poor judges of the amount of money they ought to spend and some fritter away consiaerable sums in worse than needless ways. The less money students have to spend the better off they are at school.

Advantages for Self-Supporting Students.

Object.—The primary object of this department is to open the door of opportunity to a deserving class of young people who have been deprived of the privilege of education by lack of funds. The distribution of this work and the securing of jobs is in the hands of a competent committee.

There is no more desirable class of students than the young men and women who are ambitious for an education, and who have to depend upon themselves to secure it. They go to school, not because they are sent, but because it is their desire to do so, and they know the value of time. It will be the policy of Phillips University to assist in every way possible this worthy class of young people. We are glad to

announce the following possibilities open to self-supporting students.

Forms of Work.

We will try to throw as much work into the hands of the students as possible. Some forms of janitor work can be placed in their hands. Monitor service and dining room work can also be done by students to some extent, and in a prosperous city like Enid, different kinds of work can be found that students can do.

Bureau of Recommendations.

A Bureau of Recommendations for the purpose of locating Phillips students in desirable positions is maintained.

Debate.

Phillips University easily leads the State of Oklahoma in debating contests. Of the twelve debates held with other institutions our teams won nine. Six Cup Debates have been held, and Phillips has won all. Great interest is manifested in these contests. Phillips is a member of a Pentangular Intercollegiate Debate Association holding annual debates.

The Slate.

A publication by and for the students of the University is published weekly throughout the school year. This is a highly creditable publication and deserves wide circulation. Subscription, $1.00 per year.

Athletics.

Believing that physical exercise is essential to mental development and that healthful sports tend to increase college loyalty, the teachers of the University will at all times encourage the student to participate in college sports and exercises for the purpose of building up the physical man. The young women will have daily exercise. The young men have organized an athletic association, and much interest is being taken in outdoor sports.

Military Drill.

Phillips University has had in the last semester military training for all young men who are contemplating enlistment, or for physical development. Credits are given for

such drill in lieu of gymnasium work. Military drill is offered under a military drill master for the semesters of 1917-1918, with credit, if the demand is sufficient.

Discipline.

Discipline proceeds upon the assumption that we are dealing with gentlemen and ladies who are actuated by high motives and lofty ideals. We do not treat students as children, but rather as young men and women who are responsible, in large measure for their own conduct. We do not burden them with many rules, but expect each one to be a law unto himself, because he has arrived at that age when he is governed on the high ground of principle. The few regulations that we have are intended chiefly as reminders of matters of properiety that grow out of our community life as a University, that might otherwise be overlooked even by well-meaning students.

Morals.

It is not an uncommon thing for a student to retrograde morally while he advances intellectually. We will make it our business to care for the character of students as well as for their instruction in a literary way. We will aim to guard the morals of the students by wholesome advice, wise counsel and by throwing around them proper restraints. All students are urged to attend church and Sunday school on Sunday. The place of worship is left to the parents or student.

The Aristocracy of Merit.

In the University the rich and poor meet together on a common level. Character and conduct, not clothes and money, determine the student's standing. The self-supporting student holds as high a place in the regard of his fellow students as the student who is lifted above the necessity of physical labor while in college. The management discourages class spirit and makes the University truly cosmopolitan in its social temper.

ENDOWMENT AND OTHER FINANCIAL ASSISTANCE.

(1.) Endowment a Necessity. There is no institution of higher learning that can run permanently and successfully without endowment. Normal schools or schools that appeal to a very large constituency and offer but a limited

range of study, can be supported on tuition. But for a college or university to be thus supported is manifestly impossible. The character and size of the faculty required, the costly equipment necessary, and the wide field of elective study that must be offered in this day make the expenses so great that they cannot be met by tuition fees without lifting education out of reach of four-fifths of the young people of our country. An endowment or its equivalent in some form must consequently be provided.

We hope that the friends of this work will feel that an obligation rests upon them to place the school upon a solid basis, giving it an income from endowment sources adequate to meet its requirements. Every friend of education in the great Southwest should count it a joy to have fellowship in such a work as this. A like opportunity for investing money for the Lord's work has seldom been offered.

The committee of the Men and Millions Movement has appropriated $275,000 to Phillips University. Of this amount $100,000 has been received making our present productive endowment $230,000. Another $175,000 will become available June 1, 1918.

(2.) Needs of the University. The income from permanent endowments is not yet sufficient to bear the current expenses. Besides, the needs of the University are increasing every year. Before the school can in any adequte measure meet these opportunities and demands that are falling to it, its permanent endowment must be very materially increased. This endowment can be built only by the beneficence of the friends of the school.

Bequest of Personal Property.

(To be inserted in a will of legal form.)

I, give, grant and bequeath unto Phillips University, located in the County of Garfield, in the State of Oklahoma, the sum of_____Dollars (if in money) or (if not in money) the following described personal property, to-wit: (insert description) to be managed and controlled by the trustees or other legal custodians of the funds of said University.

Devise of Real Estate.

(To be inserted in a will of legal form.)

I, give, will and devise unto Phillips University, located

in the County of Garfield, in the State of Oklahoma, the following described real estate, to-wit: (insert description.) with all the rights and appurtances therein belonging, to have and to hold the same forever, with the right to control, sell, convey or otherwise dispose of the same as the trustees or other legal custodians of the University may see fit.

(3.) Help for Our Library. We invite the attention of our friends of education who would like to see high grade work done in Phillips University, to the opportunity offered of doing a most valuable thing for hundreds of worthy young men and women by making a liberal donation to the library fund of the school. It is hard to see how a few hundred thousand dollars could be invested to better advantage.

What People of Large Means Can Do.

Do you ask what you can do in a financial way to help this great work?

Perhaps the following enumeration may suggest the answer. You can do one or more of the following things:

(1.) Give a large sum for permanent endowment. Every friend of the school should have a part in this to some extent.

(2.) Adopt the library as your special work.

(3.) Establish one or more of the laboratories.

(4.) Erect a building for the High School.

(5.) Erect a Science Building.

(6.) Erect a second Home for Girls.

(7.) Erect a Home for Men.

(8.) Endow a "Named Chair" by giving a sum of money the interest from which will pay some teacher's salary.

What People of Limited Means Can Do.

(1.) Give a small sum for permanent endowment.

(2.) Give some of your time in some helpful form of work.

(3.) Be one of a large number to give in sums ranging from $5 to $100 per year.

What Everyone Can Do.

(1.) Encourage your church to make an annual subscription to the work.

(2.) Urge your church to observe educational day every year, preach a sermon on education.

(3.) Send your young people to the school.

(4.) Occasionally visit the school and kindle your enthusiasm by seeing the great work in progress.

(5.) Distribute the literature that may be sent to you from time to time.

(6.) Send in lists of names of prospective students.

(7.) Use your influence to induce the young people of your acquaintance to attend the school.

(8.) Speak good words for the school and pray earnestly and constantly for God's blessing upon it.

Entreaty.

We entreat you by the mercy of God and the love of your fellow men, do not let a year go by without doing something for this great work.

Prayer.

"May the beauty of the Lord our God be upon us, and establish Thou the work of our hands upon us; yea, the work of our hands establish Thou it."

GROWTH OF PHILLIPS.

Enrollment 1915-16	416
Enrollment 1916-17	618
Enrollment Dec. 14, 1917,	767

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VOL. XIV No. 1 MARCH 1920

Bulletin of

Phillips University

Enid, Oklahoma

(Post Office, East Enid, Oklahoma)

OF ILLINOIS LIBRARY

Catalogue Number, 1920

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UNIVERSITY OF ILLINOIS

APR 27 1920

Administrative Library

1920 CALENDAR 1921

JANUARY

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CATALOGUE

— OF —

PHILLIPS UNIVERSITY

Enid, Oklahoma

(Member North Central Association of Colleges and Universities)

1919-20

Thirteenth Session

With Announcements for the Session of 1920-21

CALENDAR

JUNE 1920 TO SEPTEMBER 1921.

SUMMER SCHOOL 1920.

Term Opens ---------- Monday, May 31, 1920
Term Closes ---------- Saturday, July 24, 1920

FIRST SEMESTER

First Semester Opens ---------- Tuesday, Sept. 7, 1920
Enrollment and Classification, Tuesday and Wednesday ---------- Sept. 7 and 8, 1920
Convocation Sermon ---------- Sunday, Sept. 12, 1920
Reception for Students ---------- Monday, Sept. 27, 1920
Founders' Day ---------- Monday, Oct. 11, 1920
Recital, School of Oratory ---------- Wednesday, Nov. 24, 1920
Thanksgiving Holiday ---------- Thursday, Nov. 25, 1920
Recital, School of Music ---------- Monday, Dec. 6, 1920
Christmas Holidays ---------- Saturday, Dec. 18, 1920, to Monday, Jan. 3, 1921
Semi-Annual Examinations, Thursday and Friday ---------- Jan. 20 and 21, 1921
First Semester Ends ---------- Friday, Jan. 21, 1921

SECOND SEMESTER

Second Semester Opens ---------- Tuesday, Jan. 25, 1921
Enrollment and Classification ---------- Tuesday, Jan. 25, 1921
Kansas Day ---------- Saturday, Jan. 29, 1921
Washington's Birthday ---------- Tuesday, Feb. 22, 1921
Regular Meeting of the Board of Trustees ---------- Thursday, 2 p. m. March 3, 1921
Oratorical Contest for the Pieratt and Whitlock Medal ---------- Friday, April 7, 1921
Student's Recital, School of Music ---------- Monday, April 11, 1921
May Day Breakfast, Y. W. C. A. ---------- Monday, May 2, 1921
Baccalaureate Sermon ---------- Sunday, May 22, 1921
Senior Promenade ---------- Monday, P. M., May 23, 1921
Art Reception ---------- Tuesday Afternoon 2-5, May 24, 1921
Program, High School ---------- Tuesday P. M., May 24, 1921
Field Day Exercises ---------- Wednesday Afternoon 2-5, May 25, 1921
Regular Meeting of the Board of Trustees ---------- Wednesday, 2 P. M., May 25, 1921
Program, School of Fine Arts Wednesday P. M., May 25, 1921
Commencement, College of Liberal Arts, College of the Bible and School of Education ---------- Thursday, 10 A. M., May 26, 1921
Alumni Luncheon ---------- Thursday, 12 M., May 26, 1921

SUMMER SCHOOL, 1921

Term Opens ---------- Monday, May 30, 1921
Term Closes ---------- Saturday, July 23, 1921

BOARD OF TRUSTEES

Term Expires 1920

PRES. I. N. McCASH, LL. D.,----------East Enid, Oklahoma
Judge M. C. GARBER, Mayor,----------Enid, Oklahoma
HON. F. A. PARKINSON, ----------Lawton, Oklahoma
PAUL G. PRESTON, A. B., ----------Ft. Smith, Arkansas

Term Expires 1921

C. M. JACKMAN, Pres. Kansas Milling Co.,--Wichita, Kans.
JUDGE J. N. HAYMAKER----------Wichita, Kansas
T. W. PHILLIPS, JR., Pres. Oil and Gas Co.,
Butler, Pennsylvania
HON. HARRY H. ROGERS, LL. D., ----------Tulsa, Oklahoma
A. L. JONES, A. B.,----------Miami, Oklahoma
ERRETT DUNLAP----------Ardmore, Oklahoma

Term Expires 1922

HON. Z. A. HARRIS,----------Blackwell, Oklahoma
HON. DICK T. MORGAN, Member House of Representatives,----------Washington, D. C.
D. W. OHERN, Ph. D., ----------Oklahoma City, Oklahoma
JUDGE J. H. EVEREST----------Oklahoma City, Oklahoma
JUDGE W. I. WILLIAMS ----------Tulsa, Oklahoma

OFFICERS AND STANDING COMMITTEES OF THE BOARD

Officers

Z. A. HARRIS,----------President

D. W. OHERN,----------Secretary Pro Tem

Executive Committee

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ERRETT DUNLAP

FACULTY.*

ISAAC NEWTON McCASH, A. M., LL. D., President, Lecturer on Pastoral Theology.

B. S. National Normal University, 1882; A. M., Drake University, 1898; LL. D., ibid, 1902; Student Harvard University, Summer, 1899, ibid, University of California, 1908-09; Principal, Ewing Ohio Academy, 1882-84; Superintendent Public Schools, and Conductor Normal Institutes for Teachers, 1885-90; Pastor, 1890-1904, and 1904-07; In Europe, Palestine, and Egypt, 1900; Corresponding Secretary American Christian Missionary Society, 1909-13; President Spokane University, 1913-16; President Phillips University, 1916——.

FRANK HAMILTON MARSHALL, A. M., Ph. D., Dean, College of the Bible; Professor of Biblical and Patristic Greek Language and Literature.

B. S. Butler College, 1888; A. B., ibid, 1890; A. M., ibid, 1891; B. S. in Ed.; A. M., The University of Chicago, 1915; Ph. D., Texas Christian University, 1895; Student Butler College, 1884-88, Graduate Student, ibid, 1889-91; ibid, University of Chicago, Summer quarter, 1913, and Spring and Summer quarters, 1915; ibid, University of Colorado, Summers 1916 and -19; Professor Biblical Languages and Literatures, Northwestern Christian College, 1891-96; Pastor, 1895-97; Missionary, Tokyo, Japan, 1897-99; Professor Biblical Languages and Literatures, Texas Christian University, 1899-1906; Professor of Biblical Greek Language and Literature, Phillips University, 1907——.

ARTHUR FREDERICK REITER, M. S., Dean, College of Arts and Sciences; Professor of Chemistry.

A. B., Tri-State College, 1899; A. B., Hiram College, 1905; M. S., Chicago University, 1916; Student Ohio Northern University, 1891, 1903-04; Tri-State College, 1892-99; Hiram College, 1904-05; Graduate Student University of Chicago, Summers, 1908, 10, 12, 14; ibid, Spring and Summer quarters, 1916; Professor of English and Latin, Southern Illinois Christian College, 1899-1900; Minister, 1900-07; Instructor in English and Mathematics, Central Menonite College, Summer, 1907; Assistant Instructor in Physics, University of Chicago, Summer of 1916; Professor of Chemistry and Physics, Phillips University, 1907——.

* Arranged in groups in order of appointment.

SAMUEL HENRY HORNE, A. M., Professor of Psychology.

A. B., National Normal University, O., 1892; A. B., University of Texas, 1907; A. M., University of Kansas, 1916; Student, National University, 1889-92; University of Texas, 1894-95, and four subsequent summer terms; Graduate Student University of Chicago, Summers, 1912-13, Spring and Summer, 1914; ibid, University of Kansas, Spring and Summer, 1916; Professor of Mathematics and Languages, McKinney College, 1895-98; Principal High School, 1898-1905; Instructor in Summer Normals; Instructor in History, Texas Christian University, 1905-06; Professor of Spanish and Instructor in History, ibid, 1906-07; Professor in Phillips University, 1907——.

CLAUDE CARSON TAYLOR, A. M., Professor of Old Testament Languages and Literature.

A. B., Phillips University, 1909; A. M., ibid, 1910; A. M. University of Kansas, 1913; Student, Normal School, 1891-92; Student Phillips University, 1907-09; Graduate Student, ibid, 1909-10; ibid, University of Kansas, 1912-13; Instructor, Public Schools, 1892-96; Minister, 1903-07; Instructor, Semitic Languages and Literature, Phillips University, 1910-12; Professor, ibid, 1912——.

ROY JONAS WOLFINGER, A. M., Professor of English Language and Literature.

A. B., University of Oklahoma, 1907; A. M., ibid, 1916; Graduate Student, University of Chicago, 1909-10; Summers 1909 and 1914; ibid, University of Oklahoma, Fall Semester, 1915; Instructor High Schools, 1900-02, and 1907-09; Superintendent City Schools, 1912-13; Acting Professor of English, Phillips University, 1912-13; Professor, ibid, 1913——.

MAGDALENA STUKEY, A. M., Professor of Latin and German.

A. B., University of Michigan, 1901; A. M., ibid, 1912; Student, Oberlin College, 1888-90; ibid, Tri-State College, 1890-92; ibid, University of Michigan, 1898-1901. Graduate Student Summer Session, Harvard, 1903; In Europe with Bureau of University Travel, 1905; Ohio State University, 1906; Berlin University, 1910; University of Michigan, 1909, 1911, and 1912; D'Institute Francais Pour Etrangers, Paris, 1914; Instructor in High Schools, 1893-97, and 1902-11; Instructor in German, Hiram College, 1911-13; Professor in Phillips University 1913——.

FRANK ABBOT WELLMAN, A. M., Professor of History and Political Science.

A. B., Phillips University, 1912; A. M., ibid, 1913; A. M., University of Kansas, 1915; Student, Phillips University, 1909-12; Graduate Student, ibid, 1912-13, ibid, Phillips University and University of Kansas, 1913-14; Professor of History and Political Science in Phillips University, 1914——.

HENRY CLAY SMITH, A. M., LL. B., Professor of Romance Languages.

A. B., Ghent College, 1872; A. M., ibid, 1875; LL. B., University of Cincinnati, 1880; Student, Ghent College, 1868-72; Student College of Law, University of Cincinnati, 1878-80; President, Warsaw College, 1881-88; Principal High School, 1888-98; President, Paducah College, 1898-1901; Principal Young Women's Department, McLean's College, 1901-1913; Professor in Phillips University, 1915———.

*** HARRY DENMAN SMITH, A. M., Professor of Practical Theology.**

A. B., University of Kansas, 1887; A. M., Transylvania College, 1903; Student University of Missouri, 1884-86; ibid, University of Kansas, 1886-87; ibid, University of Chicago, Summers, 1908-09; In Europe and the Orient in 1913; Pastor 1886-1917; Instructor in Bible Ethics and Evidences of Christianity, McLean College, 1898-1913; Lecturer, College of the Bible, Lexington, Ky.; Professor of Practical Theology, Phillips University, 1917———.

JOHN CURTIS LAPPIN, A. M., Professor of Education and English.

A. B., Phillips University, 1913; B. S. in Ed., ibid, 1918; A. M., University of Missouri, 1919; Student, Eureka College, 1898-1902; ibid, Phillips University, 1910-13; Graduate Student, University of Colorado, 1914; ibid, University of Missouri, 1918-19; Instructor, Phillips University High School, 1913-18; Associate Professor, Phillips University, 1919-20; Professor, ibid 1920———.

JOHN F. MAULBETSCH, B. S., Coach and Physical Director.

Ph. C., College of Pharmacy, University of Michigan, 1917; B. S., University of Michigan, 1917; Student, Adrian College, Michigan, 1912-13; Student, University of Michigan, 1913-17; Summer session, University of Michigan, 1917; All American Star Foot Ball, 1916-17; Coach and Physical Director, Phillips University, 1917———.

HARRY HIGGINS LANE, A. M., Ph. D., Professor of Biology.

Ph. B., Depauw University, 1899; A. M., University of Indiana, 1903; Ph. D., Princeton University, 1915; Student, Depauw University, 1895-99; Graduate Student, Indiana University, 1902-03; ibid (scholarship) Cornell University, 1903-04; Graduate Student and Assistant, The University of Chicago, 1904-05; Research work, Biological Station of Indiana University, Summers, 1903 and '07; ibid, Marine Biological Laboratory, Woods Hole, Mass., Summer, 1915; ibid, Princeton University, 1914-15; Professor of Biology, Hiram College, 1905-06; Instructor in Zoology and Embryology, University of Oklahoma, 1906-08; Professor of Zoology, ibid; 1908-20; Instructor in Zoology and Embryology, The University of Chicago, Summers, 1905 and 1911; ibid, Indiana University, 1906 and 1908; Professor of Biological Sciences, Phillips University, 1920———.

*Absent on leave, 1920-21.

ROLLA GILBERT SEARS, A. M., B. D., Professor of Semitic Languages, History and Literature.

B. L., Culver-Stockton College, 1899; A. B., University of Wisconsin, 1903; ibid, A. M., 1904; B. D., Culver-Stockton College, 1905; Student, The University of Chicago, Summer terms, 1899-1902; ibid, University of Wisconsin, 1902-03; ibid, Scholarship in Hebrew and Greek, 1902-04; ibid, Fellow and Assistant, 1904-05; Graduate Student, the University of Chicago, Summers terms, 1914-17; Travel and Study in Europe, 1910; Professor of Old Testament Languages and Literature, Culver-Stockton College, 1905-07; ibid, Phillips University, 1907-09; Head of History Department, East Central State Normal, Oklahoma, 1909-20; Professor of Semitic Languages, History and Literature, Phillips University, 1920———.

MADISON LOVE PERKINS, B. L., A. M., Director of the School of Education; Professor of Education.

B. L., University of Missouri, 1898; A. M., The University of Chicago, 1920; Student, University of Missouri 1894-98; ibid, The University of Chicago ; In Europe, 1910; Research Work, Library of Congress, Summer, 1916; Instructor, Rural Schools, Missouri, Arkansas and Texas; Superintendent of Schools, ibid, 1898-1909; Instructor and Conductor of Summer Schools for Teachers, Oklahoma and Texas, 1914-19; Professor of Education, East Central Oklahoma State Normal, 1910-20; Professor of Education, Phillips University, 1920———.

FRANK ELWOOD KNOWLES, A. M., Professor of Mathematics and Physics.

Ph. B., Drake University, 1900; M. A., ibid, 1904; Graduate student University of Chicago, 1902-03, and Summer quarters, 1905 and 1907; Instructor in Mathematics, Drake Academy, 1901-1902; Instructor in Mathematics, Rugby (affiliated with University of Chicago,) 1903; Instructor in Mathematics University of Oklahoma, 1903-1908; Registrar, ibid, 1908-10; Instructor in Mathematics, Washington University, 1910-1911; Assistant Professor of Physics, Oregon Agricultural College, 1919-1920; Professor of Mathematics, Phillips University, 1920———.

THOMAS A. BENDRAT, M. S., Professor of Geology.

B. S., Danzig, 1888; Ph. B., Kropp, 1891; M. S. University of New Mexico, 1900; Student, Danzig, 1880-88; ibid Kropp, 1888-91; Graduate Student, University of New Mexico, 1898-00; ibid, The University of Chicago, 1904-05; Associate Professor University of North Carolina, 1905-15; Geologist and Paleontologist, 1915-20; Professor of Geology, Phillips University, 1920———.

HARRY V. E. PALMBLAT, A. M., Professor of French Language and Literature.

A. B., Columbia University, 1907; A. M., ibid, 1910; Student, ibid, 1904-07; Graduate Student, ibid, 1908-11; ibid, Syracuse University, 1918; Instructor, Western Reserve University, 1911-12; ibid, Columbia University, 1912-14; ibid, Kansas University, Summers, 1914-16; Assistant Professor, Carthage College, 1914-17; Professor, Modern Languages, ibid, 1917-20; Professor of French, Phillips University, 1920———.

JAMES WILLIAM BLAIR, A. M., Professor of English Language and Literature.

A. B., Tabor College, 1900; A. M., Washburn College, 1904; A. M., Kansas University, 1911; Student, Tabor College, 1896-1900; Garduate Student, Washburn College, 1903-04; ibid, Kansas University, 1909-11; ibid, Harvard University, Summer, 1916; ibid, The University of Chicago, Summer, 1917; ibid, Columbia University, 1912-13; Professor of English, Iowa Wesleyan College, 1913-18; ibid, Phillips University, 1920——.

JAMES CLIFFORD SHIRLEY, A. M, Associate Professor of Botany and Bacteria.

A. B., Phillips University, 1917; A. M., University of Missouri, 1920; Student, Phillips University, 1914-17; Student, The University of Chicago, Summer, 1917; Graduate Student, The University of Missouri, 1919-20; Instructor, Phillips University, 1917-19; Associate Professor, ibid, 1920——.

WILLIAM MARSHALL REEVES, A. M., Associate Professor of Mathematics.

A. B. Northwestern Christian College, 1895; ibid, Drake University, 1887; A. M., Cotner College, 1901; ibid, University of Nebraska, 1920; Instructor in Mathematics, Northwestern Christian College, 1894-96; Professor of Mathematics, Cotner College, 1897-1920; Associate Professor, Phillips University, 1920——.

RICHARD CHESTER HUGHES, Taxidermist and Curator of the Museum.

Student, University of Oklahoma, 1918-20; Assistant in Zoology, ibid, 1919-20; Phillips University, 1920——.

HIGH SCHOOL INSTRUCTORS

WILLIAM L. E. SHANE, A. B., B. S. in Ed., Principal of the University High School; Instructor in Education.

A. B., Phillips University, 1909; B. S. in Ed., Phillips University, 1919; Student, Texas Christian University, 1903-06; Student, Phillips University, 1907-09; ibid, 1912-13; Graduate Student, University of Missouri, Summer session, 1917; in Europe, Spring and Summer, 1908; Pastor, 1910-12, and 1915-16; Instructor in Phillips University, 1912-15; Principal, Phillips University High School, 1917——.

NELLE MAY COOKE, A. B., Instructor in Mathematics.

A. B., Hiram College, 1913; Student, ibid, 1909-13; Instructor, Public Schools and Academy, 1913-18; ibid, Phillips University High School, 1918——.

LOIS PRUITT, A. B., Instructor in Spanish and Latin.

Graduate Central State Normal, 1912; A. B., University of Oklahoma, 1919; Student State Normal, 1910-12; ibid, University of Oklahoma, 1917-19; Instructor in High Schools, 1914-18, and 1919-20; ibid, Phillips University High School, 1920———.

ARCHIE G. SATER, A. M., Instructor in History.

A. B., Phillips University, 1916; A. M., ibid, 1917; Student, Johnson Bible College, 1910-12, ibid, Phillips University, 1912-16; Graduate Student, ibid, 1916-17; Instructor in High Schools,, 1918-20; Instructor in Phillips University High school, 1920———.

LUCY WOOLERY, B. S., Instructor in Home Economics.

B. S., University of Wisconsin, 1920; Student, Pomana College, 1915-17; ibid, California State Normal, 1917-18; ibid, University of Wisconsin, 1918, and 1919-20; Instructor in Phillips University, 1920———.

RAY L. SIX, A. B., Instructor in Natural Sciences.

A. B., University of Oklahoma, 1919; Student, ibid, 1915-19; Graduate Student, Phillips University, 1919-20; Instructor in Phillips University High School, 1919——.

GLADYS ANDRESS, A. B., Instructor in English.

A. B., Phillips University, 1920; Student, Baker University, 1915-17; ibid, Phillips University, 1918-20; Instructor in Phillips University High School, 1920——.

LEONA MAY SNAWDER, A. B., Instructor in Biology.

A. B., Phillips University, 1920; Student, ibid, 1916-20; Instructor, ibid, 1920——.

*_____ Instructor in Manual Training.

*_____ Instructor in Physical Training.

* Place to be filled.

FINE ARTS FACULTY

REIN DYKSTERHUIS, Professor of Music; Violin.

Student Moyenne, Ecole Francaise, Antwerp, 1889-93; Student, Royal Atheneum, Antwerp, 1893-98; Student, Antwerp Royal Conservatory, under Prof. Marien, 1890-93; under Prof. Hennen and Assistant Teacher of Violin, 1893-95; Student, Brussels Conservatory, 1898; First Violin, Symphony Orchestra, of Cincinnati, 1899-1901; Professor Music in Texas Christian University, 1903-06; Professor of Music in Phillips University, 1907———

CHARLES MERIT BLISS, Dean, College of Music; Professor of Music; Voice, and Instrumentation.

Graduate, Campbell University College of Music, Teachers' Course, Voice and Harmony, 1895; ibid, Classic Course, 1899; Student of Frank H. Tubbs, New York, S. W. Straub, Chicago, Voice, Oscar Coon, New York, Harmony and Instrumentation; Dean, College of Music, Freemont College, 1896-1904; El Reno School of Voice Culture, 1904-08; Private Studios, Oklahoma City, 1908-15; Director Choir and Orchestra, First Christian Church, Oklahoma City, Okla., 1909-15; Dean, College of Music, Phillips University, 1915———

MAUDE SHOEMAKE BLISS, Professor of Music; Piano and Theory.

Graduate Campbell University College of Music, Teachers' Course, 1889; ibid, Classic Course, 1890; ibid, Post Graduate Work, 1895; Student, A. M. Straub, Chicago, 1894; Virgil Clavier School, New York, 1899-1900; Teacher of Piano, Freemont School of Music, El Reno, 1904-08; Private Studios, Oklahome City, 1908-15; Organist and Accompanist, First Christian Church, Oklahoma City, Okla., 1909-15; Professor of Music, Phillips University, 1915———

RAY HOWARD CRITTENDEN, Professor of Music; Voice.

Pupil of Florence Fox Thatcher, Seattle, Wash., 1907;

Drake University Conservatory of Music and College of Liberal Arts, 1908-10; Pupil of William Shakespeare, London, 1911; Achille Alberti, Milan, 1912; Private Studios and Director of Choir, First Christian Church, Los Angeles, 1912-15; Private Studios and Director of Choir, First Christian Church, Oklahoma City, 1916-18; Professor of Voice, Phillips University, 1918———

MARIE CROSBY, Professor of Music; Theory, Pipe Organ, Piano.

Graduate, N. E. Conservatory, Boston, Mass., Piano and Pipe Organ, 1903; Student, Institute of Musical Art, New York, under Percy Goetschius, Advanced Harmony and Composition, 1908-09; Student, Paris Conservatoire, under I. Phillip, Summers, 1913-14; Director of Music, Grenada College, 1905-06; Teacher, Piano and Theory, S. C. State College for Women, 1906-09; Director of Music, Howard Payne College, 1909-13; Private Studio, 1914-17; Director of Music, Texas Presbyterian College, Milford, Texas, 1917-18; Professor of Theory, Pipe Organ and Piano, Phillips University, 1918———.

CHARLES DAVID HAHN, Professor of Music; Piano and Theory.

Graduate, Academy, 1890; Diploma, Royal Conservatory of Music, Leipsic, 1901; Student, Military Institute, Atlanta, Ga., 1891; Private Student, Piano, Violin and Theory under John Wiegand, Teacher and Composer, 1893; Graduate Student, Royal Conservatory of Music, under Reckendorf, Unkenstein, Rother, Becker, Klesse, Paul and Schreck, Leipsig, 1894-1901; Associate Teacher with Becker, Royal Conservatory of Music, 1899-1902; Professor, Piano and Theory, Conservatory of Music, New York, 1902-05; Professor, Piano Theory and Violin in Trinity Conservatory of Music, 1905-09; President of Hahn Music School, 1909-19; Professor of Music, Phillips University, 1919———.

EARL W. OBERG, Professor of Expression and Dramatic Art.

Graduate, Leland T. Powers School of the Spoken Word, (Boston,) 1913; Graduate, College of English Literature, (Boston,) 1911; Students in Shakespeare and Ancient Oratory, University of Akron, Summers 1911-12; ibid in Stage Art under Rachel Noah France, 1913; ibid in Modern Plays and Playwrights under Rice, Denver College, 1914; ibid in Diction, under Margaret McLean, Columbia University, 1914; Principal, Boston Lyceum School, 1915-16; ibid Studios of Expression, Boston, Mass., and Akron, Ohio, 1916; Lecturer, Chautauqua and Lyceum Courses, 1916; U. S. Service in Italy, 1918-19; Organizer, Chatauqua Companies, 1915-20; Professor of Expression and Dramatic Art, Phillips University, 1919———.

LIBBIE FOSTER LOVELL, Instructor in Piano, Dunning System.

Graduate, American Conservatory, Chicago, Ill.; Teachers' Course, Piano and Voice, 1909; Pupil of Miss Rath, Piano; F. L. Drake, Voice; O. E. Robinson, Public School Music, 1911-12; Pupil, Clara J. Ruby, Piano, 1913; Director Girls' Choir, Congregational Church, Chicago, Ill., 1908-09; Supervisor of Public School Music, Kingfisher, Okla., 1911-12; Private Teacher 1912-17; Phillips University, 1917———.

ESTELLA BONHAM, Mus. B., Instructor in Piano.

Graduate, Piano and Theory, Bethany College, Lindsborg, Kansas, 1917; Student, Oklahoma University, Piano, Voice, and Theory, 1912-13; ibid, Phillips University, 1916; Teacher Music, 1913-18; Instructor, Phillips University, 1918———.

ISLA GRACE SMITH, Instructor in Piano.

Student, College of Fine Arts, Phillips University, 1909-13; Teachers' Certificate, ibid, 1912; Diploma, ibid; 1913; Graduate Student in Piano, 1914; Teachers' Certificate in Organ, 1916; Instructor in Public Schools, 1916-19; Teacher of Music, 1916-17; Istructor in Music, Phillips University, 1919———.

MARY SUE DARTER, Instructor in Art.

Graduate, School of Fine Arts in Texas Christian University, 1914; Student, ibid, 1911-14; Graduate Student, ibid, 1915; Pupil of Louis F. Mora, Charles Bridgeman and Romanoski, Art Students' League, New York City, 1915-16, and 1919; Instructor in Art, Midland College, 1916-17; ibid, Texas Christian University, 1917-18; Instructor in Art, Phillips University, 1919———.

MARY DENNEEN PARKER, Instructor in Piano, Dunning System.

Graduate under Joseph A. Fowler, 1895; Student, Technic with Wm. Mason, 1897-98; Graduate, Crane Institute, Potsdam State Normal, 1901; Supervisor of Public School Music, and Private Instructor, Schategay, 1915; Graduate, Teachers' Course, Dunning Improved System of Music Study, 1919; Instructor in Phillips University 1920———.

VIRGINIA HARDY, Instructor in Music; Voice.

Graduate, School of Music, Daniel Baker College, 1907, Diploma in Voice, ibid, 1910; Graduate Diploma, ibid, 1911; Student, Baker College of Music, 1905-11; Private Studio, and Choir Director, 1911-17; Pupil in Voice under Ellison Van Hoose, 1917; Head of Voice Department, Baker College, 1917-18; Pupil in Voice under Oscar Sanger, 1919; Instructor in Phillips University, 1920———.

UNIVERSITY HOSPITAL

GERTRUDE M. FRANKENFELD, R. N., Superintendent of the Hospital; Instructor in Training Department.

Graduate, University Hospital, 1917; Trained Nurse, 1917-18; Superintendent, University Hospital, 1918———.

ANNA MAY LINDELL, R. N., Anesthetist, and X-Ray Expert.

Graduate, University Hospital and Training School, 1916; Instructor, ibid, 1918.

RUBY TAYLOR, R. N., Instructor, Training Department for Nurses.

Graduate, Wesley Hospital, Kansas City, Mo., 1911; Supt. University Hospital 1916-18; With A. E. F. in France 1918-19; Instructor in Training Department, University Hospital, 1919.

OFFICERS OF ADMINISTRATION

ISAAC NEWTON McCASH, LL. D., ----------President

TARLETON TAYLOR ROBERTS,----------Secretary

FRANK HAMILTON MARSHALL, Ph. D.,
Dean, College of the Bible

ARTHUR FREDERICK REITER, M. S.,
Dean, College of Arts and Sciences

CHARLES MERIT BLISS---------Dean, College of Fine Arts

MADISON LOVE PERKINS, A. M.,
Director, School of Education

WILLIAM MARSHALL REEVES, A. M., ----------Registrar

WILLIAM L. E. SHANE, A. B.,--Principal of the High School

EDITH BOULWARE,----------Dean of Women

ALICE SEE, A. B.,----------Librarian

OPAL WRIGHT,----------Accountant

MARJORIE CRITTENDEN--------Secretary to the President

STANDING COMMITTEES OF THE FACULTY

Enrollment and Classification

Deans, and Principal of the High School

Library

Miss See H. H. Lane R. J. Wolfinger

Faculty Functions

Miss Boulware Ray Crittenden R. Dyksterhuis
R. G. Sears, H. C. Smith

Student Functions

S. H. Horne. Mrs. Bliss H. D. Smith

Debate

R. G. Sears E. Oberg F. E. Knowles
Miss Woolery Miss Pruitt

Catalogue and Courses of Instruction

F. H. Marshall A. F. Reiter M. L. Perkins
C. M. Bliss W. M. Reeves W. L. E. Shane

Student Publications

J. C. Shirley Miss Stukey W. M. Reeves

Discipline

A. F. Reiter W. L. E. Shane C. M. Bliss

Athletics

F. A. Wellman C. C. Taylor
J. F. Maulbetsch J. H. Shaw, (Advisory.)

Athletic Council

F. A. Wellman, A. F. Reiter W. L. E. Shane C. C. Taylor
Chas. Campbell E. F. Mitchell, (representing students)

Literary Societies

R. J. Wolfinger J. C. Lappin C. D. Hahn
A. G. Sater

Phillips University

HISTORICAL STATEMENT.

Phillips University was founded by men who believe in Christian Education in the broad sense of the term. They recognized the fact that true education consists in the harmonious development of the physical, intellectual and moral natures of man. They hold that body, head and heart all need cultivation and that the neglect of any one of these factors results in an unsymmetrical and faulty development. Since Christianity recognizes the whole nature of man, they believed that Christian education must necessarily be the best education. They clearly saw that if true to its conceptions it must provide for all the factors that enter into the complex being with which our educational institutions have to deal. This does not mean, however, that it was their purpose to found a sectarian school. They recognized a broad underlying Christianity that is independent of all sectarian divisions and denominational peculiarities. They desired the school should be non-sectarian, consequently no denominational tests are imposed and no sectarian tenets inculcated. The broad general aim is to offer liberal courses of instruction in a healthy Christian atmosphere. Members of the Board and Faculty are not limited to any one religious body, by charter or by-laws. It is the aim of the promoters of the school to avoid the narrowing tendencies of sectarian basis in its general policy and to exemplify the cosmopolitan spirit of the Master in the character and conduct of the school.

This does not mean, however, that Bible teaching is left out of the general plan of the school. On the contrary, among the several departments established, is a Bible College offering courses in Biblical Languages, Bible and church history, and the professional studies that belong to the education of a minister. Since the College of Liberal Arts is the basis for all forms of specialized work, because culture courses must be the foundation for all technical and professional training in any proper scheme of education, this college occupies the central place in the University around which all other schools are grouped and upon which all depend.

The founders of Phillips University were men of patriotic impulses and philanthropic purpose. They saw the need of institutions of learning dominated by a liberal Christian spirit, in a new and rapidly developing country while the population

was still in a plastic state. They saw the need of a Christian school to neutralize the secular spirit which is always strong in new states. People who break away from old associations and surroundings and move out into new places need such an institution of learning as will keep them from swinging away from those higher, nobler views of life that characterize the truly educated man or woman. If institutions of learning are dominated by the secular spirit, they only serve to increase dangers to which people are exposed and which it is their true function to destroy. An education that is purely mercenary in its motive is unworthy. It will thus be seen that the founders of Phillips University were moved to undertake their great task by a pressing need.

The founding of Phillips University was made possible by Hon. T. W. Phillips, in the beginning of the enterprise. Mr. Phillips was a far-sighted man. He saw that the psychological moment had arrived for the establishment of a school devoted to Christian education in the broad sense of that term. He was not sectarian in his feelings, but he believed that Christian education is the only true education, and consequently when the enabling act granting statehood to Oklahoma was passed, he said to E. V. Zoliars: "If you will go out into that new country and undertake the establishment of a school I will support you." This offer was accepted and the people of the Southwest endorsed the establishment of such a school at Enid. Mr. Phillips may therefore be regarded as the real founder of the institution. He had a deep interest in the institution, and was greatly pleased with its development.

THE FIELD OF THE UNIVERSITY.

1. The people of Oklahoma are liberal supporters of the University, both in students and money. Its people are cosmopolitan in character, wide-awake, industrious, properous, and they set a high estimate on education. Its soil is fertile, its products diversified, its climate delightful, its area large, and it will doubtless have a population of sevral millions in the not distant future. It is truly a great state in which to plant a school.

2. Kansas, situated on the north, is a prosperous state rapidly developing. Its people are noted for their intelligence, industry and enterprise. They are also a people that believe in education and rejoice in the fact that Phillips University has been planted so near the southern border of their state.

3. Arkansas, situated on the east, is tributary to the school. It is a state of wonderful natural resources and its population is rapidly growing. It is receiving its share of the

tide of immigration from the south, east and north. It is so situated that the University can be of great benefit to its people and it in turn lends a helping hand in building up the school.

4. Portions of other neighboring states are within easy reach of Enid and some states farther away that lack educational advantages of high grade are as near to us as to any other school offering its coveted privileges.

5. The field at large is also the field of Phillips University. There is not better place for students to be educated than in this school. Here they are brought into touch with the vigorous, aggressive, practical western life. They form valuable acquaintances throughout a rapidly developing region of wonderful resources. If they go from school into business life, they are in the midst of splendid opportunities; if into the ministry, they are in a country where they are most needed, and which they already have come to understand.

BUILDINGS AND GROUNDS

1.—Main Building.

This is a brick structure trimmed in stone, 96x100 feet, consisting of a basement, first story, second story and dormer story, the whole heated by steam and lighted by electricity, with modern system of ventilation, which also extends to the Fine Arts building.

In the half basement are the recitation rooms and laboratories for botany, chemistry, biology, physics, domestic science and high school sciences.

On the first floor is the auditorium with a gallery on three sides, seating capacity for 600 people; a splendid pipe organ is in daily chapel use, the President's and Registrar's office, a registration room; three large recitation rooms and two cloak rooms.

The second floor is occupied by gallery of auditorium recitation rooms of the College of Liberal Arts, the Bible College, the School of Education, and a prayer room. In the dormer story are the class rooms for the use of the High School. The building is imposing in its appearance and complete in all of its appointments. It faces the west looking down Broadway Nearly two miles distant on the public square, and looking up Broadway, stands the new court house.

2.—The Fine Arts Building.

North of the main building stands the Fine Arts building. In this building are the studios for piano, violin, and voice; a studio for teacher of elocution; an art studio and an art display room; a large number of practice rooms for instrumental and vocal music and elocution; recitation room for class and ensemble work; and a music library room. This handsome building is connected with the main building by a colonade.

3.—Athenian Hall.

This faces the south and is situated northwest from the main building 400 feet distant. The dimensions of the original building on the ground floor are 60x120 feet. All rooms are of the same size—12x14 feet—and connected with each room is a closet 2x6 feet. The second floor is occupied entirely with ladies' rooms of the same size as those below and all having similar closets. There are four bath rooms, two on each floor; a trunk elevator and linen closets. The building has rooming capacity for fifty people, and a cafeteria dining room to care for 500 persons.

To this buiding are being added two large wings with 40 rooms, capable of accommodating 80 more young ladies. This will also provide more room for the cafeteria. The new rooms will be completed this spring.

4.—The Library Building.

Through the beneficience of the Phillips family, Phillips University now has a modern library building.

It has two large rooms for our Christian Associations. The main floor is given up entirely to library purposes. It contains one large room which is occupied by book stacks and reading tables, a reference library room and a reading room. The third story is occupied by two large library halls, store and committee rooms. The building is of a beautiful architectural design, and fire-proof in character. It is located thirty feet south of the main building completing a central group of three buildings: Main building, Fine Arts building, and Library building. The three are connected by corridors, presenting one continuous front of three hundred feet.

The addition of the library building gives to Phillips University a splendid educational plant, ample in proportion, adequate in equipment, and imposing in appearance.

5.—The Gymnasium.

The new gymnasium is a brick structure. The main room is 60x84 feet with a 25-foot ceiling. It contains a running track six feet wide hung around the entire room. This is sufficiently strong to be used as a gallery at public gatherings. The room is equipped with complete apparatus. The building contains two offices for the accommodation of the Physical Director and Coach. The basement is fitted with lockers and shower baths in two apartments; one for ladies and one for gentlemen.

6.—Campus.

Phillips University has a campus of 36 acres. Landscape architects and gardners have laid off this portion of ground for beautification and for walks and buildings. Their high skill has been shown in the plans and specifications adopted by the Board. The transplanting of trees, shrubs and flowers will make ultimately the already attractive campus one of the most beautiful belonging to any university.

7.—Alton Field.

An enclosed stadium, 450 by 620 feet in dimension has been excavated and equipped with cement seats and necessary equipment to accommodate thousands who witness the foot ball and base ball games. Three years ago the White Sox, champion American foot ball team, played on this field. Malcolm MacLean accompanied the White Sox and wrote the following, which appeared in the Chicago Post. After describing the Great Lakes Naval Training gymnasium and the athletic field at Ithaca, New York, said: "There is a stadium partially completed at Enid, Oklahoma, where Phillips Uuniversity is located. Behind the baseball back stop a hill rises gradually to the height of perhaps forty feet. It is shaped like a crescent and o nthe sides are constructed cement seats for spectators." Harry Alton, business man and citizen of Enid, for whom the field is named, proposes to complete the stadium and make it the best athletic field in the Southwest.

8.—Lake View.

Within a few hundred yards of the main building of Phillips University and immediately adjoining the stadium is the ground of the Lake View Assembly, consisting of seventy-seven acres. This ground is under the management and will ultimately become the property of the University. It has a beautiful lake for boating, bathing and fishing .It is one of the few beautiful lakes of Oklahoma. Students enjoy its waters and the restful shade and the attractive grounds surrounding it.

9.—Farm.

A farm of one hundred and sixty acres adjoining the Lake View Assembly grounds was donated in 1919 by the Hon. Harry H. Rogers to Phillips University. It is a productive farm and will be developed by the Agricultural Department of Phillips University. Every foot of it is tillable and at the present time is yielding from its full acreage of wheat large returns to the University. The total number of acres, including the campus, belonging to the University is two hunred and seventy-three acres.

10.—City Studio.

A down-town studio is supported by the University. It is located one block east of Grand, on Randolph. It is a brick building with ample rooms to accommodate the violin and piano students from the public schools and residents of the city who can not find time to come to the University for lessons and practice. The citizens appreciate the convenient accommodations thus provided for music pupils.

11.—Barracks.

The War Department of the United States Government established an S. A. T. C. unit at Phillips University in 1918. At that time there were no barracks or buildings suited to the housing and care for soldiers. The Rotary Club of Enid raised the means and erected well-constructed barracks for the student soldiers. The buildings consist of two units for sleeping apartments, each 20x150 feet; a Mess Hall of like dimensions to accommodate 150 diners at once; an office, 24x24 feet, providing headquarters and store rooms, a latrine, modern and thoroughly sanitary. These buildings are new, appropriately painted and form an attractive group. They are used for dormitories for the boys and general service of the school. The total number of buildings belonging to Phillips University furnish the modern equipment for a growing educational institution. New structures will be erected after the plans and specifications adopted by the Board and located according to the landscape architect's plat of the campus. The cultural value through beauty and design and location of these buildings is ever kept in mind.

12.—University Hospital.

Affiliated with Phillips University is a modern equipped, three-story brick hospital of thirty-five rooms. A corps of competent surgeons, phyicians and nurses are meeting successfully the health conditions of an up-to-date hospital. A Training School for Nurses in connection therewith has been in successful operation for seven years. All of its graduates have passed successfully the annual Oklahoma State Examination for Trained Nurses. Many of its graduates were called in Government service during war times. An added building will be erected next summer.

13.—President's Home.

A new and commodious residence for the President has recently been erected on the corner of E. Broadway, facing the campus. It is a brick structure, built to harmonize with the campus buildings.

SCOPE OF THE WORK

Phillips University embraces the following colleges and schools.

I. The College of Liberal Arts.
II. The College of the Bible.
III. The School of Education.
IV. The College of Fine Arts, including Music, Oratory, and Art.
V. The High School.
VI. The University Hospital and Training School for Nurses.

THE EQUIPMENT.

The policy of the board is to supply the school with modern, up-to-date equipment. While buildings and equipment cannot make a school, yet they constitute a very important factor and our Board is fully alive to the fact. For each course offered adequate library and laboratory equipment is provided.

The Library.

A well selected library has been secured. and the best periodicals are on file. The library is being developed rapidly to meet the growing demands of the institution.

Admission and Graduation

COLLEGE ENTRANCE REQUIREMENTS

Each student will at the time of his enrollment present a certified list of all High School and College subjects for which he hopes to secure credit. Fifteen units selected in conformity to the requirements stated below are required for college entrance. Students with fewer than fifteen units may make up the deficit in the University High school.

Accredited High Schools.

The College accepts as its list of accredited high schools the lists prepared by the State High School Inspectors, and those approved by the North Central Association.

Uniform Entrance Credits in Oklahoma.

All colleges in the state have agreed to the following regulations:

"(1). No student entering our schools shall be given a greater number of credits toward graduation than is allowed to the school by the latest bulletin sent out by the University.

"(2). No credit will be given for work in non-accredited schools or in non-accredited subjects, except upon a thorough examination in those subjects, in which such credit is sought."

Definition of Unit.

One unit represents the completion of a year's work in a given subject, recitations being daily, for a school session of nine months. The recitations should be 45 minutes each. Fifteen units represent the work during the four years' study in high school, the student taking about four subjects each year. All the units offered for entrance must represent work done above the eighth grade of the public schools.

Required of All Students.

1. **English** ---------- **3 Units**
   (a) Composition ---------- 1 Unit
   (b) Elementary Rhetoric ---------- 1 Unit
   (c) American or English Literature ---------- 1 Unit

2. **Mathematics, not less than** ---------- **2 Units**
   (a) Algebra ---------- 1 Unit
   (b) Plane Geometry ---------- 1 Unit

3. **Two Elective Groups, each of not less than** ---------- **2 Units**
   Selected from:

   (a) One Foreign Language—French, Spanish, German, Latin or Greek. (Not more than four units).

   (b) Social Studies. (Not more than four units.)
   Ancient History ---------- 1 Unit
   Medieval or Modern History ---------- 1 Unit
   English History ---------- ½ or 1 Unit
   American History ---------- ½ or 1 Unit
   Civics ---------- ½ Unit
   Economics ---------- ½ Unit
   Social Science ---------- ½ Unit
   Bible ---------- ½ or 1 Unit

   (c) Natural Science. (Not more than four units.)
   Botany ---------- 1 Unit
   Chemistry ---------- 1 Unit
   Geology ---------- ½ Unit
   Physical Geography ---------- ½ or 1 Unit
   Physics ---------- 1 Unit
   Physiology ---------- ½ Unit
   Zoology ---------- ½ or 1 Unit

   (d) Practical and Fine Arts. (Not more than five units.)
   Drawing ---------- ½, 1, or 2 Units
   Manual Training ---------- 1-4 Units
   Domestic Science ---------- 1-4 Units
   Commercial Subjects ---------- 1-4 Units
   Agriculture ---------- ½ or 1 Unit
   Music ---------- ½ or 1 Unit
   Pedagogy ---------- ½ Unit
   Psychology ---------- ½ Unit

4. **Electives, to make a total of** ---------- **15 Units**

These units must be chosen from the Entrance Units described below, and subject to the above limitations.

Description of Entrance Units.

1. **English.** Four units, three required. The requirement is that recommended by the National conference on Uniform Entrance Requirements in English (three units). A fourth unit may be offered, provided the work has been approved by the State Inspector.

2. **Mathematics.** Two required. The required units are (a) Elementary Algebra through quadratics, one unit. (b) Plane Geometry, one unit. Other units permissible are Solid Geometry, one-half unit; Algebra, additional one-half unit, taken after Plane Geometry; Plane Trigonometry, preferably, one-half unit; Advanced Algebra, one-half unit, taken after Plane Trigonometry. (Commercial Arithmetic, one-half unit, may be offered only under the most favorable circumstances, and must be taken after Plane Geometry and Elementary Algebra).

3. **Latin.** Four units. (a) Beginner's Latin. (b) Four books of Caesar's Gallic War. Selections from Nepos may be substituted for one book. Prose composition. (c) Six orations of Cicero. Sallust's Catiline may be substituted for two orations. Prose composition. (d) Six books of Virgil's Aeneid and Prose composition. Ovid may be substituted for part of Virgil.

4. **Greek.** Three units. (a) Elementary Greek, Xenophon's Anabasis begun. (b) Xenophon's Anabasis, three or four books or equivalent in Attic prose. Composition. (c) Advanced Greek.

5. **German.** Four units. (a) Elements of Grammar and reading of about 100 pages of easy German. (b) Additional Grammar, composition, writing from dictation. Translation such as Schiller's Wilhelm Tell. (c) Review of Grammar Translation of about 400 pages of standard German. (d) Advanced German.

6. **French.** Four units. (a) Elements of Grammar, and reading of 100 pages of easy prose. (b) Syntax, and 300 pages of standard French. Composition. (c) and (d) Advanced French.

7. **Spanish.** Two units. (a) Elements of Grammar, and reading of easy prose. (b) Syntax and Composition. Reading of 300 pages of standard Spanish.

8. **Natural Science.** Six units.

(a) Physiography. One unit or one-half unit. Note books and maps required. This may include Geology, one-half unit.

(b) Physics. One unit. Recitation and experimental work in laboratory. Note book required.

(c) **Chemistry.** One unit. Text book, and work in laboratory. Note book required.

(d) **Botany.** One unit. Text book, laboratory work, note book and field excursions. One-half unit may be offered.

(e) **Zoology.** One unit. Text book, laboratory work and field excursions. One-half unit may be offered.

(f) **Physiology.** One unit. Text book, drawing and laboratory methods. One-half unit may be offered.

(g) **General Science.** One unit.

The sciences (b) to (f) should be taken in the eleventh and twelfth grades, and will not receive credit if taken earlier than the tenth. Each unit represents three periods of 45 minutes per week devoted to recitation, and two double periods per week spent in laboratory work.

9 **History.** Four units.

(a) **Ancient History.** One unit. Text book, outlines drawings, maps, etc. At least 200 pages of assigned readings. Should be given in first or second year of the high school.

(b) **Modern History.** One unit. Text books, outlines, etc. At least 300 pages of assigned readings. Should be taken immediately following the year of ancient history.

(c) **English history.** One unit. Standard text and at least 300 pages of assigned reading. One-half unit accepted.

(d) **American History.** One or one-half unit.

(e) **American Government.** One-half unit. (d) and (e) should be taken in the third or fourth year high school, and should require at least 350 pages of assigned reading.

10. **Social Science.** One-half unit. An introduction to the study of sociology.

11. **Bible.** One-half or one unit.

12. **Political Economy.** One-half unit. Work based upon some standard text book, dealing with the fundamental principles of the subject.

13. **Vocational and Professional Subjects.** In this group five units may be offered.

(a) **Agriculture.** One or one-half unit.

(b) **Commercial Geography.** One-half unit.

(c) **Commercial Law.** One-half unit.

(d) **Drawing.** One-half, one or two units.

(e) **Domestic Science and Art.** One-half, or one to four units.

(f) **Manual Training.** One to four units.

(g) **Book-keeping, Typewriting, and Stenography.** Not more than three units.

(h) **Pedagogy.** One-half unit.

(i) **Psychology.** One-half unit.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS.

I. REGULATIONS GOVERNING THE ELECTION OF COURSES IN THE FRESHMEN AND SOPHOMORE YEARS.

During the freshmen and sophomore years, the student must choose his subjects according to the Group System, outlined below. The purpose of the first two years of the college is to continue the curriculum of the high school, along general lines.

Required of All Students.

1. **Rhetoric.** All students are required to take this subject in the freshman year. 5 hours.

Additional English will be required when deemed necessary.

2. **Bible.** Required of all students during the freshman or sophomore year. 6 hours

3. **Literary Society Work.** At least one creditable literary production shall be rendered each semester of the student's residence in school.

General Requirements.

1. **Foreign Language.** Elect one.

(1) Ancient Languages. Total required is the equivalent of four units of one language in high school or four semesters in college. If four units are offered for entrance there is no additional requirement; if three units, one semester's work is required; if two units two semesters of the same language is required in college. If a different language is selected than was taken in high school, four semesters of it must be taken.

(2) Modern Language. Requirement same as for Ancient Language in (1).

2. **Science.** Elect two.

(1) Mathematics. Total required is three units exclusive of arithmetic. If three are offered, there is no additional requirement. If less than three, five or six semester hours is required if elected.

(2) Physical Sciences. If a unit each of physics and chemistry is offered, there is no additional requirement. If but one unit is offered, two semesters work in one is required if elected.

(3) Biological Sciences. Two units selected from physiology, biology, botany, or zoology will satisfy this requirement if taken in last two years of high school. If less is offered, two semesters of work must be taken if elected.

3. History and Social Sciences. Elect one.

(1) History. Four semester hours of some history not taken in the high school. This requirement may be waived for those offering three or more units of history.

(2) Philosophy and Education. Six semester hours Pedagogy and elementary psychology offered for entrance may satisfy this requirement.

II. REGULATIONS GOVERNING THE ELECTION OF COURSES IN THE JUNIOR AND SENIOR YEARS.

1. Major Subject. Each student must select one department for his major subject, not later than the beginning of his junior year. He must complete in this department courses totaling not less than twenty-four (24) semester hours, nor more than forty (40) semester hours, of which at least fourteen (14) hours must be courses marked C or above.

2. First Minor Subject. Also, the student must select a department for his minor subject, and complete a minimum of fifteen (15) hours, of which at least eight(8) hours must be courses marked C or above.

3. Second Minor Subject. A second related minor subject with conditions similar to those of the first minor, is recommended.

In addition to the work required above, sufficient electives must be chosen to make a total of 124 semester hours, in order to obtain the degree of Bachelor of Arts.

Definition of Credit Hour.

For college credit the "hour" or "semester hour" is used. It represents one hour period of class room recitation per week for a semester of eighteen weeks. Three hours of laboratory work is considered equivalent to an hour of college class work. If time outside of laboratory is required to work up laboratory notes ,two hours may be equivalent to an hour of class work. Fifteen or sixteen hours credit per semester is enough work for the average student, and will complete a college course in four years.

COMBINED COURSE WITH PROFESSIONAL SCHOOLS.

Students who have completed the Junior year in residence in Phillips, who have made an approved choice of electives and satisfied our group requirements for the Freshman and Sophomore years, may upon request, be permitted to do the entire work of the Senior year in any approved school of Engineering, Law, Medicine, or Journalism. After furnishing an official transcript of courses taken and grades received in the first year of his professional course, the student may, upon application for graduation and payment of graduation fee, be granted the A. B. degree as if in residence at Phillips. Thus the A. B. degree would be secured in four years as usual; and in six or seven years the professional degree would also be secured.

The work to be done in Phillips College in each of these combined courses is as follows:

Arts—Medical.

Required courses: Inorganic chemistry, 10 hrs.; college algebra and trigonometry, 5 hrs.; physics with laboratory work, 10 hrs., or 5 hrs. if high school physics is offered; biology, zoology or botany, 10 hrs.; modern language, German or French, 10 hrs., and college rhetoric, 5 hrs.; physical training, 4 hrs. Additional work in chemistry is recommended. Electives to make a minimum of 96 hours.

Arts—Law.

In addition to group requirements, free electives from English, French, history, government, science, philosophy, and religion to make a minimum of 96 hours.

Arts—Engineering.

Engineering students will select their work chiefly from mathematics, physics and chemistry; also science, modern language, English and government to make a total of 96 hours.

Arts—Journalism.

Either in high school or in college at least elementary courses, in the following must be taken: physics, chemistry physiology and hygiene, physical geography, geology, commercial geography, zoology, psychology, history of education, economics, sociology, modern language, history, civics, Bible, college rhetoric and additional English, and electives to make a minimum of 96 hours.

Arts—Ministerial.

Regular four years' college work satisfying group requirements, taking a major in Biblical language and literature. Total 124 hours.

Arts—Education.

The regular four years' college work distributed according to group requirements with a major in education and psychology. Electives to make 124 hours.

Students completing this course may, upon application, receive a state high school certificate, either in Oklahoma or Kansas, or both.

Combined Courses Approved By the University of Oklahoma.

Combined courses in Law, Medicine and Engineering have been mutually approved by the University of Oklahoma and Phillips. The literary work as outlined above is to be done in Phillips and the vocational work in the University of Oklahoma.

REQUIREMENTS FOR THE DEGREE B. S. IN EDUCATION

Students who have received credit for one hundred and forty semester hours, exclusive of the requirements in physical training and who have met all the requirements of the College of Liberal Arts for the degree of Bachelor of Arts and who have met all the requirements prescribed by the School of Education will be given both the degrees Bachelor of Arts, and Bachelor of Science in Education. (See School of Education.)

REQUIREMENTS FOR THE DEGREE Th. M.

For one year of resident graduate work the Bible College will confer the degree Master of Thelogy. A thesis will be required. The prerequisite for this work will be the degree A. B. from Phillips University or other institution of equal rank.

CLASSIFICATION OF COURSES.

To guide students in the proper sequence of subjects pursued in each department, courses are marked A. B. C or D; the letter following the course number indicating in general its grade, as follows:

A—Elementary courses open to freshmen, requiring no prerequisite college courses.

B—More advanced courses open to freshmen and sopho-

mores requiring no prerequisite college courses but usually requiring prerequisite high school courses in the same or similar subjects.

C—Courses requiring at least one year's college work in the same or kindred subjects. C courses follow regularly after B courses.

D—Advanced courses requiring at least two years of prerequisite college training. They follow regularly after C courses.

College of Liberal Arts

College of Liberal Arts

ISAAC NEWTON McCASH, LL. D., President.

ARTHUR F. REITER, M. S., Dean, Professor of Chemistry.

* FRANK H. MARSHALL, Ph. D., Professor of Biblical and Patristic Greek Language and Literature.

SAMUEL H. HORNE, A. M., Professor of Psychology.

* CLAUDE C. TAYLOR, A. M., Professor of Ethics and Psychology of Religion.

ROY J. WOLFINGER, A. M., Professor of English Language and Literature.

MAGDALENA STUKEY, A. M., Professor of Latin and German Languages and Literatures.

FRANK A. WELLMAN, A. M., Professor of History and Political Science.

H. CLAY SMITH, A. M., LL. B., Professor of Spanish and Italian Languages.

* HARRY D. SMITH, A. M., Professor of Philosophy.

† JOHN CURTIS LAPPIN, A. M., Professor of English and Education.

HARRY HIGGINS LANE, Ph. D., Professor of Biology.

*ROLLA GILBERT SEARS, A. M., B. D., Professor of Semetric History, Language and Literature.

† MADISON LOVE PERKINS, A. M., Professor of Education.

FRANK ELWOOD KNOWLES, A. M., Professor of Mathematics and Physics.

THOMAS A. BENDRAT, M. S., Professor of Geology.

HARRY V. E. PALMBLAT, A. M., Professor of French.

JAMES W. BLAIR, A. M., Professor of English.

WILLIAM M. REEVES, A. M., Associate Professor of Mathematics.

JAMES C. SHIRLEY, A. M., Associate Professor of Botany.

** CHARLES M. BLISS, Professor of History and Theory of Music.

**EARL W. OBERG, Professor of Publis Speaking.

** MARIE CROSBY, Professor of History and Theory of Music.

JOHN F. MAULBETSCH, B. S., Physical Director.

* College of the Bible. † School of Education.
** College of Fine Arts.

COURSES OF INSTRUCTION

I. English Language.

ENGLISH LANGUAGE AND LITERATURE.

Professor Wolfinger.
Professor Lappin.
Professor Blair.

1. A. **College Rhetoric.** An introduction to all other college English, and required of all college freshmen. Written composition, speaking under criticism, and taking notes.
Each semester, 5 hours.

2. A. **Exposition.** A study of the methods and products of the expository kind of composition. Required for those whose College Rhetoric is not satisfactory; but open to elective.
Second semester. 3 hours.

3. A. **Historical Grammar.** A study of the development of English constructions. This course is planned for teachers of grammar and literature; equivalent to advanced grammar.
Second semester, 2 hours.

4. **Short Story.** A course in the technique, form and history of the short story, offered to those who intend to write professionally, but interesting to all students of English.
Second semester, 3 hours.

5. B. **American Poets.** This course is a survey of the leading poetical interests of the United States, studying the elements of poetry, the history of verse literature in America, the lives and writings of the leading poets. The course will require considerable verse composition, and the reading of verse selections. Recommended for sophomores. Text "Chief American Poets." Page
First semester, 4 hours.

6. B. **American Prose.** A companion course to American Poet's course, which it follows, though independent of it. A study of the theory of prose writing, as shown in the works of the essayists, fiction writers, orators and journalists. This course will ask for much writing and a good deal of reading. Recommended for sophomores or second semester freshmen.
Second semester, 4 hours.

7. B. **Argumentation and Debate.** A course in the theory and practice of debating. Students expecting to try out for the debating teams are recommended to take this course. Re-

quired, in the School of Education, for State Life Diploma.
Each semester, 2 hours.

8. B. **Advanced Composition.** A class in which much practice in composition is offered for those who contemplate Journalism or other writing as a profession.
First semester, 2 hours.

9. C. **The Novel.** A course in the technique, history and study of the novel. A novel of Howells, Hawthorne, George Eliot, Thackeray, Dickens, and Hugo will be studied in detail, and books of many others will be read. This course demands rapid reading, and much of it.
First semester, 4 hours.

10. C. **The Essay.** A course in the technique, history and study of the essay. Essays of Emerson, Carlyle, Lowell, Macaulay, Lamb, Bacon and Stevenson will be studied in detail, and many others will be read. This course follows English 9, and requires as much reading.
Second semester, 4 hours.

11. C. **English Poets.** A course in the verse literature of England, beginning with Chaucer and closing with Swinburne. This course should be preceded by English 5, or some other theoretical study of verse. It will ask for an extensive study of the lives and works of the poets, and for much composition, both prose and verse. Recommended for juniors. Text "English Poets," Manly.
First Semester, 4 hours.

12. C. **English Poets.** A continuation of English 11. Only those that have had English 11, or its equivalent, may enter.
Second semester, 4 hours.

13. C and 14. C. **Tennyson—Browning and Wordsworth—Milton.** These two courses are advanced, requiring at least a semester of study of verse forms, or some other course of poetry. Students having either English 5 or English 11, or equivalent, admitted without question. Whichever of these courses is most in demand will be offered the second semester.
Each, 2 hours.

15. D. **Shakespeare.** A course in the theory and practice of the drama, paying particular attention the first semester to the Elizabethan comedies, and dramatic form. Members of the class will be asked to write a number of plays and perhaps to assist in staging one or more. Offered preferably to seniors, or to those who have had training in dramatic and theatrical lines.
First semester, 4 hours.

16. D. **Shakespeare.** The second semester course in

Shakespeare, paying particular attention to the tragedies. English 15 or its equivalent, is essential for this course. At least four plays will be studied in detail, and others will be read.

Second semester, 4 hours.

17. D. **The Pedagogy of English.** This subject offers a study of various methods of teaching English in the grades, in the high school, in college. Members of the class will be given both practice and theory as the class work. The course will require little writing, but considerable reading. Necessary for all those who elect English as major, and helpful to all who intend to teach the subject. Two of the three hours of the credit may be transferred to the Department of Education.

First semester, 2 hours.

PUBLIC SPEAKING.
Professor Oberg.

1 and 2A. Public Speaking. The aim of this course is to cultivate in the student a facility and forcefulness in presenting to others his own thoughts. Each semester, 2 hours.

College students taking regular work in the department of expression may receive credit as outlined below, subject to the regular limitations in enrollment.

3 and 4A. Elementary Expression. First year of regular expression course. Each semester, 2 hours.

5 and 6A. Expression. Second year of regular expression course. Each semester, 2 hours.

7 and 8B. Advanced Expression. Third year of regular expression course. Each semester, 2 hours.

For details of courses in expression see description in Oratory and Dramatic Art.

Excellent facilities are offered to take additional private work leading to appropriate diploma in expression. Only a limited additional credit will be given in college. For further particulars, see the Fine Arts catalogue.

II. Ancient Language.

BIBLICAL AND PATRISTIC GREEK LANGUAGE AND LITERATURE.

Prof. Marshall.

An effort is made in this department to familiarize the student with the entire Greek New Testament, so that he will be encouraged, after graduation, to do his general reading in the original. The Septuagint version of the Old Testament is also studied; first, because it, rather than the Hebrew Scriptures, was the Bible of many in the time of Christ, including some of the New Testament writers; second, because it is valuable collateral reading to throw light on the meaning of New Testament Greek words. For this latter reason the Greek writings of the apostolic fathers are also studied. The student may elect four years of this work.

I. COURSES IN GREEK.

1B. **Elementary Greek.** Study of etymology, with daily drills in composition. First semester, 4 hours.

2B. **Elementary Greek.** Completion of the study of the paradigms. Composition continued. Reading of the Gospel and Epistles of John. Second semester, 4 hours.

3C. **The Gospels of Matthew and Mark.** Translation, word studies, and New Testament Greek Grammar. First semester, 4 hours.

4C. **The Gospel of Luke and Pauline Epistles.** Grammar continued. Syntax, moods and tenses. Second semester, 4 hours.

5 and 6D. **The Septuagint.** Translations from Kingdoms, the Psalter, Isaiah, Wisdom of Jesus, and I. Maccabees. Studies in Sweet's Introduction to the Septuagint, its grammar and history, and the relation it sustains to the Hebrew of the Old Testament and the Greek of the New Testament.
(Offered 1917-18). First and second semesters, 1 hour each.

7 and 8D. **Patristic Greek.** Translation from the Didache. First Apology of Justin Martyr, selected epistles of Clement, Ignatius, Barnabas, Polycarp, Fragments of Papias, Shepherd of Hermas, with general survey of Patristic Literature until Latin became the official language of the church.
(Offered 1918-19). First and second semesters, 1 hour each.

II. COMBINED COURSES IN GREEK AND ENGLISH.

The following courses are open to students of both the Greek and English New Testament. Linguistic work will be offered for those who are prepared, but the instruction will be interpretative to such an extent as to make it profitable for those not familiar with the Greek text.

9C. Acts of Apostles. A course of interpretation.
First semester, 2 hours.

10C. The Apocalypse, and Epistles of John.
(Offered 1918-19.) Second semester, 2 hours.

12C. The Miscellaneous Epistles.
Second semester, 2 hours.

III. COURSES IN ENGLISH.

13B. The Gospels of Matthew and Mark.
First semester, 3 hrs.

14B. The Gospels of Luke and John.
Second semester, 3 hours.

16D. The Canon and Text of the New Testament. Discussion of the manuscripts and versions of the New Testament.
Second Semester, 2 hours.

19A. The Literature of the New Testament. A general survey course. Required of all students who have not taken courses 13 and 14. Second semester, 3 hours.

SEMITIC LANGUAGES, HISTORY AND LITERATURE

Professor Sears.

I. COURSES IN LANGUAGE.

1C. Hebrew Language. Elements of Hebrew.
First semester, 4 hours.

2C. Hebrew Language. Course 1 continued.
Second semester, 4 hours.

3D. Historical Hebrew. Critical translations, Syntax.
(Offered 1921-22). First semester, 4 hours.

4D. Advanced Hebrew Grammar. Etymology and syntax.
(Offered 1921-22.) Second semester, 4 hours.

6D. Biblical Aramaic.
(Offered 1921-22.) Second semester, 4 hours.

II. COURSES IN ENGLISH.

9A. Hebrew History. First semester, 4 hours.

10A. Hebrew History, Course A, continued.
Second semester, 4 hours.

13A. General Survey of Hebrew History and Literature. A general survey course intended for students who desire a general knowledge of the Old Testament Scriptures. Required of all students who have not had 9 and 10.
First semester, 3 hours.

14D. The Monuments and the Old Testament.
Second semester, 3 hours.

15C. Oriental History. Contemporaneous Old Testament History.
First semester, 4 hours.

16C. The Graeco-Roman World.
Second semester, 4 hours.

LATIN.
Professor Stukey.

1B. Selections from Ovid, Sallust, or Livy. The translation and interpretation of the literature along with a study of words, syntax, meter, and mythology.
First semester, 4 hours.

2B. Virgil. Six books of the Aeneid. Idiomatic translation of the text will be the major part of this course accompanied by reading in Latin meter and appreciation of Virgil as a writer.
Second semester, 4 hours.

3C. Cicero's Essays. De Senectute or De Amicitia and Letters or Selections from Aulus Gellius.
First semester, 3 hours.

4C. Horace and Plautus or Terrence. Selections from the Odes, Epodes and Satires of Horace will be read, and a play either from Plautus or Terrence with a study of the drama.
Second semester, 3 hours.

5D. Tacitus. The Germania and Agricola or extracts from the Annales of Tacitus. Selections from Catullus or Lucretius may be substituted for Tacitus.
(1921-22) First semester, 3 hours

6D. A Teacher's Course. Methods of, and practice in teaching Latin; a review of secondary Latin including composition and a survey of the History of Roman Literature. Prerequisite, courses 1 and 2.
(1921-22) Second semester, 3 hours.

6D. A Teacher's Course. Methods of, and practice in teaching Latin; a review of secondary Latin including composition and a survey of the History of Roman Literature. Prerequisite, courses 1 and 2.
(1921-22.) Second semester, 3 hours.

7D. Roman Art and Archaeology. This course is open not alone to Latin students but to any student above the freshman.
First and second semesters, 1 hour.

III. Modern Language.

FRENCH.

Professor Palmblat.

The following courses are so planned as to give the students a reading knowledge of French, some acquaintance with the life of the people, and the ability to use the language with correct pronunciation.

1A. Elementary French. Le Premier Livre by Meras. Snow and Leben's Easy French, Bruno's La Tour de la France. Pattou's Causeries en France, or David's Chez Nous finds a place early in the class work. First semester, 5 hours.

2A. Intermediate French. Review of the principles of grammar with special drill on irregular verbs. Daudet, Trois Contes Choisis; Labiche and Martin, Poudre aux Yeux; and About, Roi des Montagnes. Second semester, 5 hours.

3B. Modern Writers. The reading is selected from the following: Merimee Columbia; Sand, Le Mare 'au Diable; Maupassant; Huit Contes Chosis; and Halevy, L'Abbe Constantin. First semester, 5 hours.

4C. Victor Hugo's Life and Writings. The romantic drama, Hernani, and the romance, Les Miserables from an abridged edition. Second semester, 5 hours.

5C. Prose and Poetry. An intensive study of one of the following, supplemented by several others more hastily read: Dumas' Trois Mousquetaires, or Monte-Cristo; Balzac, Cinq Scenes de la Comedie Humaine; Loti, Pecheur d'Islande. First semester, 4 hours.

6C. The Classic Period in French Literature. The readings selected from Corneille's Cid; Racine's Esther, or Athalie; and Moliere's L'Avare, Les Precieuses Ridicules, or La Malade Imaginaire. Second semester, 4 hours.

7D. A Teacher's Course in French is offered when the demand justifies. 2 hours.

Historie de la Litterature Francaise par Delphine Duval is used in courses 3 to 7.

SPANISH.
Professor H. C. Smith.

1A. Elementary Spanish. Grammar, Fuentes and Francois, simple composition, short stories for Spanish conversation. First semester, 5 hours

2B. Intermediate Spanish. Review of grammar, irregular verb drill, conversation, easy prose, and New Testament (Modern Spanish). Prerequisite, course 1. Second semester, 5 hours.

3C. Modern Spanish Literature. Elementary Prose Composition. Spanish novels. Prerequisite, courses 1 and 2. First semester, 4 hours.

4C. Conversation. Composition, including essays and letter writing in Spanish. One Spanish novel out of class. Prerequisite, courses 1 and 2. Second semester, 4 hours.

5D. Advanced Prose Composition. Translation into Spanish; letter writing; original themes; practice in conversation. Prerequisite, courses 3 and 4. First semester, 4 hours.

6D. Advanced Prose Composition. Sight translation into Spanish prose; study of Spanish drama. Continuation of course 5. Second semester, 4 hours.

ITALIAN.
Professor H. C. Smith.

These courses are primarily intended for students in the College of Fine Arts, but will be adapted to the needs of others.

1A. Elementary Italian. Grammar, easy reading, and careful drill on pronunciation. First semester, 4 hours.

2B. Intermediate Italian. Continuation and review of grammar, and easy reading. Second semester, 4 hours.

GERMAN.
Professor Stukey.

The aim of the work in German is to acquire a practical knowledge of the language, and to become acquainted with the best literature and its authors. Correct pronunciation, the principles of construction, and paraphrasing are emphasized in all the courses.

Courses 1 and 2, or two years of high school German, are prerequisites for courses 3-6. Six additional hours are prerequisites for 7-11.

1A. Elementary German. Gronow's Jung Deutschland is

the text. Easy reading like the Till Eulenspiegal stories are used as soon as the class can read them with pleasure. Proverbs, poems, and songs committed. First semester, 4 hours.

2A. Elementary German. Oral and written composition, conversation and grammar review, are based on the reading selected from such writers as Hauff, Gerstaecker, Hillern, Seidel and Rosegger. Second semester, 4 hours.

3B. German Prose and Poetry. Moderately difficult prose and poetry selected from Baumbach, Grillparzer, Raabe, Heine, Fouque, Lessing and Schiller. (1921-22) First semester, 3 hours.

4B. The Drama and the Novel. Freytag's Die Journalisten studied carefuly and Sudermann's Frau Sorge read. (1921-22.) Second semester, 3 hours.

5C. Schiller and His Works. The selections for reading are made from the following: Wilhelm Tell, Marie Stuart, Die Jungfrau von Orleans and Wallenstein's Tod. First semester, 3 hours.

7D. Goethe. The study of Goethe's works, except Faust, based on Bernhardt's Meisterwerke. Grimm's Life and Times of Goethe. (1921-22.) First semester, 2 hours.

8D. Goethe. Selections from Faust, Parts I and II. Taylor's Translation of Faust used as a reference. (1921-22) Second semester, 2 hours.

9D. History of German Literature. Strobe and Whitney's Geschichte der Deutschen Literatur used for a general survey of the subject, covering the time from the beginnings of German Literature to the Romantic Movement. Reports and readings from Thomas' Anthology. First semester, 2 hours.

10D. History of German Literature, continued. Especial attention is given to the Romantic Movement, and the succeeding great movements studied. Illustrative works read and reports made. Second semester, 2 hours.

11D. The Pedagogy of German is offered as a substitute for one semester of the Goethe course, or for part of the History of German Literature, when the demand justifies. 2 hours.

IV. History and Social Sciences.

HISTORY AND POLITICAL SCIENCE.
Professor Wellman.

The study of history is the study of the progress of humanity. This progress is told best in man's institutions; emphasis ought therefore be placed on these monuments; this purpose will be prominent in the courses described below.

I. HISTORY.

1. A. Europe in the Middle Age. A study of European History from the beginning of the barbarian invasion to the close of the Medieval period.

The text-book will be supplemented by collateral reading, quizzes, reports, outlines and maps. A well-kept note book required. First semester, 2 hours.

2. A. Modern Europe. A survey of European history from the close of the Medieval period to the present time. Method of instruction, similar to that employed in course 1.
Second semester, 4 hours.

3. B. English History. A study of the rise and growth of economic and political institutions from early times to the present. (1919-20). First semester, 4 hours.

4. B. Renaissance and Reformation. A careful study of the political, economic, social, intellectual and artistic development of the Italian people during the last two centuries of the Medieval period. Part 2 of the course develops the connection between the Renaissance and the Protestant Reformation and deals with the progress of the sixteenth century.
Second semester, 4 hours.

5. C. Europe Since 1815. A close study of events and the alignment of forces which have brought about the present conditions, political, social, religious and economic in Europe.
First semester, 4 hours.

6. D. Advanced History of Greece and Rome. A detailed study of the institutional development of Greece to the death of Alexander the Great, a like study of Rome to the fall of the Empire in the west. (1919-20) First semester, 4 hours.

7. D. Balance of Power and Revolutionary Europe. An intensive study of the diplomatic history of Europe from 1715 to 1789, followed by a similar investigation of the revolutionary movement from 1789 to 1815.
(1919-20) Second semester, 4 hours.

9. C. General Church History. A careful study of the development of the church with a close observance of its influence upon the thought and politics of the various periods. For advanced students only. (1919-20) Second semester, 3 hours.

10. B. Political History of the United States. A continuation of course 11, studying the period from Jackson to the present time. Second semester, 4 hours.

12. D. Diplomatic History of the United States. A course calculated to acquaint the student with the policies of our government, which have to do with our relations to foreign states. First semester, 4 hours.

13. D. Pedagogy of History. A course of study of the best methods of instruction in History and Civics for high schools. 2 hours.

II. POLITICAL SCIENCE.

1C. Principles of Political Science. Deals with the fundamental principles of Political Science; the theory of the state, its origin, development, powers and organization; the classification of states and questions of law rights and citizenship. For advanced students only. (1919-20.) First semester, 4 hours.

2B. American Government. A systematic study of the development and structure of American Government, national, state and local, with emphasis upon actual workings. (1919-20) Second semester, 4 hours.

3B. City Government. Designed to meet the need for a more definite knowledge concerning the rapid advancement in the solution of municipal governmental questions; a close comparison of various systems will be made in the attempt to determine the system best suited to American social and political ideals. First semester, 4 hours.

4B. International Law. Calculated to present fundamental principles upon which international affairs are based. Second semester, 4 hours.

ECONOMICS AND SOCIOLOGY.

Professor _____

1B. Introductory Economics. The fundamental principles of economics are so presented as to give an outline of the subject, and to open some of the problems in the field of economics. First semester, 4 hours.

2B. Introductory Sociology. The human animal and his associations are studied with a view to formulate the laws of his associations in the institutions of civilization. Second semester, 4 hours.

V. Philosophical Sciences.

PSYCHOLOGY.

Professor Horne.

1A. General Psychology: This is a general introductory course aiming to give the student a survey of the main problems, principles, and methods of psychology, either as a part of a liberal education or as a preparation for professional study in education, medicine, or law. The following topics will be treated: sensation, attention, habits, association of ideas, perception, memory, imagination, conception, judgment, reasoning, instinct, feeling, emotion, volition, and personality.

Each semester, 4 hours.

2B. Educational Psychology. A study of the organizations developed in the nervous system and in the consciousness through school training in the various subjects taught. An investigation of the elements and principles of the learning process, the correlation of studies, motor training, etc.

Second semester, 4 hours.

3A. Genetic Psychology—Child Study. A course treating of the development of the child from the earliest years to maturity. Some of the main topics are physical growth, including the rates of growth at different periods, instincts of play, of social consciousness, memory, perception.

Each semester, 4 hours.

4C. Applied Psychology; Business—Psychological principles which have the most direct application to business, especially to advertising. Analysis of business practices and an attempt to understand from a psychological standpoint some of the causes of success and failures in business. Individual students study the applications in business of such factors as imitation, competition, loyalty, the love of the game, and personal differences. First semester, 3 hours.

5C. Individual Psychology. A consideration of specific capacities, "general intelligence," sex differences, special defects, and the relation between individaul differences and social status. First semester, 2 hours.

6D. Psychology of the High School Subjects. A study of the psychological principles and mental processes involved in

the learning of the subjects of the high school curriculum.
First semester, 2 hours.

7D. Abnormal Psychology. A study of the subconscious in both the normal and the abnormal. Particular attention will also be given to hysteria and disintegrated personality.
Second semester, 2 hours.

8D. Advanced and Experimental Psychology. Designed to afford the students some training in the laboratory method in psychological research. A study of visual, auditory, cutaneous, olfactory, gustatory, and kinaesthetic sensations, will be followed by the application of experimental methods to the more complex mental processes. First semester, 4 hours.

9D. Social Psychology. An investigation of reciprocal psychic factors operating upon the individual and the group to influence material and social progress. A study of the psychology of business, medicine, law, the ministry, etc. Prerequisite, Psychology. For senior college students.
First semester, 3 hours.

10A. Psychology of Learning. How to use your mind.
A brief elementary course, the aim of which is to aid the young college student in solving the intellectual problems and meeting effectively the new situations incident to college life.
First semester. 2 hours.

PHILOSOPHY.

Professor Harry D. Smith.
Professor Taylor.

1C. Introduction to Philosophy. A course in fundamentals, prerequisites to course 3.
(Offered, 1919-20) First semester, 4 hours.

2D. Philosophy of the Christian Religion. An exhibit of Christianity against a background of nature and mankind and especially of religion in general.
(Offered 1919-20.) Second semester, 4 hours.

10D. History of Philosophy. A general survey, dealing with the leading philosophers from Thales to the present time.
(Offered 1918-19). First semester, 4 hours.

9D. Ethics. A course in the principles of its various

schools culminating in a suitable emphasis of Christian ethics. Second semester, 4 hours.

5B. Logic. The course is designed to be an introduction to the essentials of reasoning. First semester, 2 hours.

7C. Psychology of Religion. A study in the origin and principles of development of religion.
First semester, 4 hours.

VI. Biological Sciences.

Professor Lane.

Associate Professor Shirley.

Assistant Professor_____

Mr. Hughes, Curator and Taxidermist of the Museum.

The courses in biology are planned to give an acquaintance with the laws of life and health necessary to the education of the well-rounded man or woman; to develop a sympathetic interest in and a knowledge of the forms of animal and plant life with which we are surrounded; to aid to one's enjoyment of the manifold beauties of nature; and more specifically, to serve as a preparation for the teaching of biology and nature-study in the elementary and secondary schools of the State, and to meet the requirements of those expecting to enter the medical profession, to study domestic science or agriculture.

Biology 1 and 2 are prerequisiste to all other courses in the department.

1A. General Biology. A consideration of the general laws of life; the structure and functions of organisms; development and life-histories of animals and plants; relations of organisms to the physical environment and to other organisms; the fundamental facts of inheritance; and the economic relations of the commoner and more important forms. The laboratory work comprises both observational and experimental studies in these fields and also includes a systematic survey of both plants and animals. Lectures, or recitations, and laboratory or field work. Professor Lane, Associate Professor Shirley.
First semester, 5 hours.

2A. General Biology. A continuation of Biology.
Second semester, 5 hours.

3C. Comparative Vertebrate Anatomy. A comparative study of the structure and relationships of the vertebrates. The lectures deal with the broader questions of vertebrate classification, their paleontological history, and geographical distribution. The laboratory work includes the dissection and study of the various organ systems in amphioxus, shark, sala-

mander, turtle, bird and animal. This course is indispensable to those intending to study medicine. Prerequisite, Biology 1 and 2. Lectures or recitations and laboratory work. Professor Lane.
(Given in alternate years; given in 1920-21.)
First semester, 5 hours.

4C. Vertebrate Embryology. A study of the embryological development of vertebrates with a consideration of o-ogenesis and spermatogenesis, maturation, fertilization, cleavage, formation of the germ-layers, and organogeny. In the laboratory a study is made of the early development in Ascaris, Cerebratulus, and the starfish; development of the organs in the chick and pig. Lectures or recitations and laboratory work. Professor Lane.
(Given in alternate years; given in 1920-21).
Second semester, 5 hours.

5C and 6C. Invertebrate Zoology and Entomology. These two courses run continuously throughout the year. Insects are studied in the fall until the Thanksgiving recess; other invertebrates from Thanksgiving to Easter; and insects again from Easter to June. Special attention is given to forms of economic importance, such as those causing or carrying disease, damaging crops, food or clothing, forest products, and domestic animals. Each student is required to make and classify a collection of insects. Lectures or recitations and laboratory work.
(Given in alternate years; given in 1921-22.)

5C. Professor Lane. First semester, 5 hours.
6C. Professor Lane. Second semester, 5 hours.

7C. Genetics and Eugenics. A course of lectures, assigned readings, and laboratory experiment upon the laws of heredity and their application to man and to the lower organisms. Special emphasis is laid upon an exemplification of Mendel's Law and its developments within the twentieth century. Two lectures or recitations and three hours of laboratory work each week. Professor Lane. First semester, 3 hours.

8B. Ornithology. A course of lectures, field and laboratory work upon the birds of Oklahoma. A survey is made of the local bird-life, and a census of the nests and young in the locality. Special attention is given to a study of the economic relations of bird-life to determine those forms that deserve protection and encouragement as well as those that are harm

ful in their relation to man. Directions are given for attracting birds to home grounds, for feeding and watering birds in winter, protection from cats and other predatory animals. Professor Lane. Second semester, 3 hours.

21C. General Physiology. A general course dealing with the functions of the various tissues and organ systems of the body, including a study of the muscular and circulatory systems, body fluids, digestive system, digestion, secretion, excretion, metabolism, respiration, animal heat and its regulation, reproduction, the central and peripheral nervous systems, and the sense-organs. Lectures or recitations and laboratory work

Assistant Professor _____
(Not given in 1920-21.) First semester, 5 hours.

22C. General Physiology. A continuation of Biology 21.

Assistant Professor _____
(Not given in 1920-21) First semester, 5 hours.

22C. General Physiology. A continuation of Biology 21.

Assistant Professor _____
(Not given in 1920-21) Second semester, 5 hours.

23C. Animal Histology. A study of the microscopic anatomy of animal tissues and organs; the principles of cytology and splanchnology with special emphasis on human tissues and organs; and histologic technique. Lectures and laboratory work. Assistant Professor _____
(Not given in 1920-21.) First semester, 5 hours.

24C. Hygiene and Sanitation. Lectures and assigned readings dealing with the subjects of ventilation, heating, food, water supplies, sewage, disinfection, contagious diseases, and the principles of personal, home and school hygiene, with methods of control and suppression of epidemics.

Assistant Professor _____
Not given in 1920-21.) Second, semester, 3 hours.

31B. General Botany. A general survey of the life-processes of plants, including an elementary consideration of such subjects as photosynthesis, respiration, transpiration, absorption, conduction, digestion, nutrition, and growth. Representative thallophytes are studied with regard to their different

groups. Lectures or recitations and laboratory work Associate Professor Shirley. First semester, 5 hours.

32B. General Botany. A continuation of Biology 31, dealwith the morphology, physiology, ecology, and classification of the bryophytes, pteridophytes, and spermatophytes. Lectures or recitations and laboratory work. Associate Professor Shirley. Second semester, 5 hours.

33C. Plant Histology. A study of the microscopic anatomy of plant tissues and organs, with methods of preservation in bulk, fixing and staining, and the various other processes of microtechnique. Lectures and laboratory work. Associate Professor Shirley.
(Not given in 1920-21). First semester, 3 hours.

34C. Plant Physiology. A detailed experimental study of the principal physiological processes in plants, including photosynthesis, nutrition, growth, and reproduction. Lectures and laboratory work. Associate Professor Shirley.
(Not given in 1920-21.) Second semester, 3 hours.

35C. Plant Pathology. Bacterial and fungus diseases of plants; methods for the isolation of the infectious forms; inoculation of the host plants; means of prevention, control or cure of plant diseases. Associate Professor Shirley.
(Not given in 1920-21.) First semester, 3 hours.

36C. Plant Breeding. The fundamental principles of plant breeding with special consideration of the problems of the horticulturist, florist, and orchardist; the history of cultivated varieties of garden, orchard, and field plants; modern methods used in the production of improved varieties of vegetables, fruits, flowers, cereal and forage plants. Associate Professor Shirley. (Not given in 1920-21). Second semester, 3 hours.

37B. General Bacteriology. Following a study of bacteriological technique, detailed attention is given to non-pathogenic and pathogenic bacteria; methods of their isolation and cultivation; immunity and serology. Lectures and laboratory work. Associate Professor Shirley, First semester, 5 hours.

38B. Household Bacteriology. A study of bacterial activities in the arts and industries, with special attention to fermentation, putrefaction and food spoilage. A brief study is made

of disease-producing organisms, modes of the spread of disease, and methods of prevention or control. This course is especially designed for students of domestic science. Lectures and laboratory work. Associate Professor Shirley.

Second semester, 3 hours.

VII. Physical Sciences.

CHEMISTRY AND PHYSICS.

Professor Reiter.
Professor Knowles.
***Assistant**_____

I. CHEMISTRY.

1A.—Elementary Chemistry. An introduction to the nature and properties of the common chemical elements and the fundamental laws of chemistry, together with their application. Three hours text, and four hours laboratory.
First semester, 5 hours.

2B. General Chemistry. An advanced course in the properties and laws of the chemical elements. Course 1 is a prerequisite. Two hours text and six hours laboratory.
First semester, 5 hours.

3B. Qualitative Chemistry. A comprehensive course in the separation and identification of both cations and anions. Two hours lecture and quiz, and seven hours laboratory.
First semester, 5 hours.

4C. Quantitative Chemistry. An introduction to quantitative chemistry by gravimetric, volumetric, and electrolytic methods. Prerequisites, course 3. Two hours recitation or quiz and nine hours laboratory.
Second semester, 5 hours.

5C. Organic Chemistry. A brief study of the more important organic compounds. Three hours lecture and quiz, and four hours laboratory.
(Not offered 1920-21). First semester, 5 hours.

6C. Organic Chemistry. The continuation of course 5.
(Not offered 1920-21). Second semester, 5 hours.

7D. Physical Chemistry. Lectures and recitations; gas laws, kinetic, molecular and ionic theories; electro chemistry, reaction, velocity, chemical equilibrium; and related topics.
First semester, 5 hours.

8D. Advanced Inorganic Chemistry. A re-examination of

the laws of general chemistry and the behavior of the elements. Prerequisite, chemistry 7. Second semester, 2 hours.

10C. Gas and Oil Analysis. An elementary course in the chemistry of natural and artificial gas and petroleum and some of its by-products. Second semester, 3 hours.

II. PHYSICS.

1A. Elementary Physics. A non-mathematical course covering half of high school physics, open to students not offering an entrance unit in physics. Two hours recitation and two hours laboratory. First semester, 3 hours.

2A. Elementary Physics. Continuation and completion of Physics I. Second semester, 3 hours.

3B. General Physics. An advanced course in general physics. May be taken at same time as trigonometry. Text and laboratory. First semester, 8 hours.

4B. General Physics. The continuation and completion of 3B. Second semester, 5 hours.

5C. Mechanics and Heat. A laboratory course in these subjects requiring a working acquaintance with trigonometry. Two recitations and four laboratory exercises. First semester, 4 hours.

6C. Magnetism, Electricity and Light. A laboratory course offered as in 3 B. Two recitations and four laboratory exercises. Second semester, 4 hours.

Pedagogy courses arranged upon demand.
*To be selected.

GEOLOGY.
Professor Bendrat.

1A. General Geology. A study of the geological forces evidenced by earth structures and their phenomena. First semester, 5 hours.

2B. Historical Geology. The classification of the earth forms in point of time as evidenced by condition of rocks,

fossil life, etc. Second semester, 5 hours.

3-4C. **Mineralogy.** Elementary crystalography; and description and determination by physical and chemical tests of the minerals of economic importance.
First and second semesters, 3 hours.

5C. **Economic Geology.** The mineral resources of the U. S. are studied, including iron, copper, lead, zinc, gold, silver, asphalt, petroleum, fuel, fertilizers, and building material.
First semester, 5 hours.

6C. **Paleontology.** The identification, classification, and description of fossil plants and animals; and their relation to the several periods of geological time.
Second semester, 5 hours.

7-8C. **Structural Geology.** Study of maps, folios, etc.; practical work in the location and valuation of mineral deposits and estimating their possible distribution by making proper field notes and maps. This includes oil prospecting.
First and second semester, 4 hours.

VIII. Mathematical Sciences.

MATHEMATICS.

Professor Knowles.

Associate Professor Reeves.

1. Advanced Algebra. An intensive study of the more important parts of the unit and a half of high school algebra. First semester, 3 hours

2B. College Algebra. Complex numbers, logarithms, permutations, combinations, binomial theorem, partial fractions, determinants, Horne's method, cubics, biquadratics, and graphic algebra. Must be preceded or accompanied by trigonomerty. Second semester, 4 hours.

3A. Solid Geometry. The geometry of space with original exercises and problems. May not count on major or group requirements. First semester, 2 hours.

4A. Plane Trigonometry. The elements of plane trigonometry and solution of equations and problems. Second semester, 3 hours.

5A. Plane Trigonometry. This is a repetition of 4A. First semester, 3 hours.

7A. Descriptive Astronomy. A course considering primarily the physical and historical aspects of the subject, and identification of constellations. First semester, 3 hours.

8B. Surveying. Adjustment, use and care of instruments. Field work, map-drawing and calculations. Prerequisite, trigonometry. Second semester, 3 hours.

10B. Analytical Geometry. Points, straight lines, circles and other conic sections; transformation of co-ordinates and general equations of the second degree. Prerequisite, trigonometry. Second semester, 3 hours.

11B. Differential Calculus. Methods of obtaining the differential and the derivative, together with their significance. Recommended to be followed by 12C. First semester, 5 hours.

12C. **Integral Calculus.** The development and use of the integral with numerous applications in practical problems.
Second semester, 5 hours.

13D. **Advanced Calculus.** For those who are specializing in mathematics. First semester, 5 hours.

14D. **Differential Equations.**
Second semester, 5 hours.

15D. **Pedagogy.** Mathematics. This course is designed for those who expect to teach mathematics. Class-room presentation will be a feature of the course.
First semester, 2 hours.

IX. Miscellaneous.

THEORY AND HISTORY MUSIC.

Professor Bliss.
Professor Crosby.

1A. Harmony. Notation, intervals, major and minor scales, melody writing. First semester, 2 hours.

2A. Harmony. Continuation of melody writing, principal and subordinate triads in major and minor keys and their inversion, first, second, third and fourth class discords. Second semester, 2 hours.

3B. Harmony. Continuation of Music 2A. Modulation, altered chords, extraneous modulation. First semester, 2 hours.

4B. Harmony. Completing the course and leading to harmonic analysis. Second semester, 2 hours.

5C. Harmonic Analysis. Enabling the student to see at a glance the harmonic structure of a composition. A careful study of excerpts of many composers and nationalities. First semester, 2 hours.

6C. Counterpoint. Principles of harmony applied to counterpoint. Second semester, 2 hours.

7C. Counterpoint. Imitation, invention forms, free polyphonic forms. First semester, 2 hours.

8C. Composition. Original work in simple forms. Second semester, 2 hours.

9C. Pedagogy and Interpretation. This course includes the principles of psychology as applied to the teaching of music and a discussion of the various methods of interpretation. Lectures and readings given either individually or in classes at the option of the Dean by the Professor in charge. First semester, 2 hours.

10C. Instrumentation. Study of compass, quality of tone balance and contrast of various instruments with simple ex-

ercises in arranging for orchestra. Second semester, 2 hours.

12D. **The Fugue.** Fugue, subject, response. The four voice fugue, the fugue with less or more than four parts, double and triple fugue. Second semester, 2 hours.

13A. **History Music.** A study of the beginning and development of music, its various forms and instruments, with illustrations upon the Edison. First semester, 2 hours.

14A.—**History Music.** A continuation of course 13A., by lecture, individual research and by illustration upon the Edison, bringing the subject down to the present day. Second semester, 2 hours.

15B. **Form and Analysis.** A study of the structure and development of musical forms from the simplest phase to the song form with trio. First semester, 1 hour.

16C. **Form and Analysis.** A continuation and completion of music 15 B. These two courses are offered for those who desire an analytic knowledge of musical composition from an intellectual and emotional standpoint. Second semester, 1 hour.

(With six piano, two voice, one violin and one pipe organ teachers we offer excellent facilities for those wishing private music lessons. No college credit is given for this work. But appropriate music certificates and diplomas are given. For particulars send for music catalogue.)

PHYSICAL TRAINING.

Professor Maulbetsch.
***Assistants.**

Graded exercises and games to insure correct carriage, muscular vigor and healthfulness; interspersed with lectures on cause, prevention and hygenic treatment of common disorders which reduce the student's efficiency.

FOR MEN.

Professor Maulbetsch.

1A. **Physical Training.** Marching, tumbling, parallel bars.

trapeze, Indian clubs, dumb-bells, etc., and lectures and quizzes. Two hours a week. First semester, 1 hour.

2A. Physical Training. Continuation of course 1. Second semester, 1 hour.

3A. Advanced Physical Training. Continuation of work begun in courses 1 and 2. First semester, 1 hour.

4A. Advanced Physical Training. Continuation of course 3. Second semester, 1 hour.

5B. Football. One season in game. First semester, 1 hour.

6B. Basketball. One season in game. A part of first and second semesters. 1 hour.

8B. Baseball. One season in game. Second semester, 1 hour.

9B. Track. One season. 1 hour.

10B. Tennis. One season. 1 hour.

11C. Principles Coaching. Methods in coaching boys' gymnasium and athletic games. 1 hour.

FOR WOMEN.

*_____

1A. Physical Training. Drills, marching, Indian clubs, dumb-bells, indoor games, etc., and lectures and quizzes. Two hours a week. First semester, 1 hour.

2A. Physical Training. Continuation of course 1. Second semester, 1 hour.

3A. Advanced Physical Training. Continuation of work begun in courses 1 and 2. First semester, 1 hour.

4A. Advanced Physical Training. Continuation of course 3. Second semester, 1 hour.

*To be selected.

5A. Basketball. One game in season. **1 hour.**

6B. Tennis. One season in game. **1 hour.**

7C. Principles Coaching. Methods in coaching girls' gymnasium and athletic games. **1 hour.**

The College of the Bible

The College of the Bible.

FACULTY.

ISAAC NEWTON McCASH, A. M., LL. D., President, Lecturer on Pastoral Theology.

FRANK H. MARSHALL, A. M., Ph. D., Dean, and Professor of Biblical and Patristic Greek Language and Literature.

CLAUDE C. TAYLOR, A. M., Professor of Systematic and Historical Theology.

HARRY D. SMITH, A. M., Professor of Practical Theology.

ROLLA G. SEARS, A. M., B. D., Professor of Semitic Languages, History, and Literature.

*FRANK A. WELLMAN, A. M., Professor of Church History.

†CHARLES M. BLISS, Professor of Church Music.

†EARL W. OBERG, Professor of Public Speaking and Bible Reading.

*Professor in College of Liberal Arts.

†Professor in College of Fine Arts.

The College of the Bible.

Its Aims and Purposes.

The aims of the Bible College are two-fold:

1. To afford all students an opportunity to obtain a comprehensive knowledge of the Bible as a book.

2. To train young men and women in the principles and methods of Christian service.

The purpose may also be expressed: To supplement the general instruction of the students of all departments by a liberal amount of Bible teaching, and to equip young people thoroughly for the work of pastors, evangelists, missionaries, and church workers.

In the furtherance of these designs, thorough instruction is given to all classes of Bible students. Opportunity is thus afforded for gaining such knowledge of God's word as should be possessed by every educated person. To ministerial students liberal courses are offered in the various departments of Biblical work.

The study of the English Bible occupies a prominent place in the work of the College and the Scriptures are also studied in the original tongues, large portions of the Old Testament and all of the New Testament being thus read as a part of the regular class-room work.

Effort is made to offer courses of instruction as practical as is consistent with standardized work.

Degrees.

Students in the Bible College elect as their major subject, one of the following: Biblical Greek and New Testament Literature, Old Testament Language and Literature, or Biblical Languages,—Greek and Hebrew, Practical Theology, and Historical Theology. The students complete the same group requirements as those in the College of Liberal Arts, and receive the degree A. B. For details see pages 28-29.

For one year of resident graduate work the degree Master of Theology will be given. A thesis will be required. The prerequisite for this work is the degree A. B. from Phillips University or other institution of equal rank.

Courses of Instruction.

BIBLICAL AND PARTRISTIC GREEK LANGUAGE AND LITERATURE.

Professor Marshall.

The aim of this department is to give a survey as broad as the limits allow, of the Jewish and Christian Greek Language and Literature from 280 B. C. to 200 A. D.

I. COURSES IN GREEK.

For the study of Biblical and Patristic Greek, no previous training in classical Greek is required. The student enters at once upon the courses indicated below, and devotes his attention exclusively to the principles of the language peculiar to the Bible. The differences between the dialects of the classical writers and that of the Hellenistic writers are so marked that better results are achieved by drilling the student first in the grammar and vocabulary of the period he desires to study. This has been proved by actual tests in the class-room. "Hellenistic proves a far shorter road than the classical grammar. It may be fairly claimed that there is much to be said for a method which, for men who have little time to spare and a great object to attain, reduces to a minimum the initial drudgery of language-learning, and in a few months enables them to read with profit greater books than Plato ever penned." (James Hope Moulton).

An effort is made in this department to familiarize the student with the entire Greek New Testament, so that he will be encouraged, after graduation, to do his general reading in the original. The Septuagint version of the Old Testament is also studied; first, because it, rather than the Hebrew Scriptures, was the Bible of many of the time of Christ, including some of the New Testament writers; second, because it is valuable collateral reading to throw light on the meaning of New Testament Greek words. For this latter reason the Greek writings of the apostolic fathers are also studied. The student may elect four years of this work.

1B. Elementary Greek. Study of Etymology, with daily drill in composition. **First semester, 4 hours.**

2B. Elementary Greek. Completion of the study of the paradigms. Composition continued. Reading of the Gospel and Epistles of John. Second semester, 4 hours.

3C. The Gospels of Matthew and Mark. Translation, word studies, and New Testament Greek Grammar.

First semester, 4 hours.

4C. The Gospel of Luke and Pauline Epistles. Grammar continued. Syntax, Moods and Tenses.

Second semester, 4 hours.

5 and 6D. The Septuagint. Translations from Kingdoms, the Psalter, Isaiah, Wisdom of Jesus, and I. Maccabees. Studies in Sweet's Introduction to the Septuagint, its grammar and history, and the relation it sustains to the Hebrew of the Old Testament and the Greek of the New Testament.

(Offered 1921-22). First and second semesters, 1 hour each.

7 and 8D. Patristic Greek. Translation from the Didache, First Apology of Justin Martyr, selected epistles of Clement, Ignatius, Barnabas, Polycarp, Fragments of Papias, Shepherd of Hermas, with general survey of Patristic Literature until Latin became the official language of the church.

(Offered 1921-22). First and second semesters, 1 hour each.

II. COMBINED COURSES IN GREEK AND ENGLISH.

The following courses are open to students of both the Greek and English New Testament. Linguistic work will be offered for those who are prepared, but the instruction will be interpretative to such an extent as to make it profitable for those not familiar with the Greek text.

9C. Acts of Apostles. A course of interpretation.
(Offered 1919-20). First semester, 2 hours.

10C. The Apocalypse, and Epistles of John.
(Offered 1920-21). Second semester, 3 hours.

11C. Romans and Galatians.
(Offered 1918-19.) First semester, 2 hours.

12C. The Miscellaneous Epistles.
(Offered 1919-20.) Second semester, 2 hours.

III. COURSES IN ENGLISH.

The purpose of courses 13 and 14 is to give the student a knowledge of the four Gospels in English, with emphasis placed upon the distinctive features of each. Instruction is given by means of lectures and notes based upon the text of the American Revised Version. The student must consult the commentaries, Bible Dictionaries, and other works of reference in his preparation for the class-room.

13B. The Gospels of Matthew and Mark.
First semester, 3 hours.

14B. The Gospels of Luke and John.
Second semester, 3 hours.

15D. Introduction to the Literature of the New Testament. A comparison and consideration of the critical views represented by Zahn and Moffatt. First semester, 3 hours.

16B. The Canon and Text of the New Testament. Discussion of the manuscripts and versions of the New Testament. (Offered 1919-20.) Second semester, 3 hours.

CHRISTIAN MISSIONS.
Professor Marshall.

A Mission Study Class is offered each semester, open to all students of college rank. The various mission fields are studied by means of text and lectures. During the past year the class studied China. During the year 1920-21, the class will study Japan.
First semester, 1 hour, and second semester, 1 hour.

CHURCH HISTORY.
Professor Wellman.

The student in Church History must have as a preparation a thorough training in the history of Europe in the Middle Ages.

1C. General Church History. A careful study of the development of the church, with a close observance of its influence upon the thought and policies of the various periods. For advanced students only.
(Offered 1919-20.) First semester, 3 hours.

HISTORICAL AND SYSTEMATIC THEOLOGY.
Professor Taylor.

The aim of this department is to exhibit positively the teaching of inspired Scripture concerning Christ and his church; to compare therewith the interpretations of the Fathers as crystalized in creeds and confessions of faith; to portray the theistic idea found in the Old and New Testaments; to seek for the true origin of religion and the principles of its development; to compare Christianity with other great religions, and with the principal systems of philosophy and ethics; in brief to strengthen the faith and deepen the spirituality of the young minister, equipping him to be "ready always for a defense unto every one that is asking you a reason concerning the hope within, nevertheless with meekness and reverence."

1A. First Principles of Christianity. A statement and discussion of the fundamental teachings of the New Testament. (Offered 1919-20). First semester, 3 hours.

2A. The Principles of the Restoration Movement. (Offered 1919-20.) Second semester, 3 hours.

3B. History of Doctrine. (Offered 1920-21). First semester, 3 hours.

4B. History of Doctrine. Continuation of course 3. (Offered 1920-21). Second semester, 3 hours.

5C. Apologetics. Christianity defensively stated. The fundamentals. (Offered 1920-21). First semester, 4 hours.

6C. Apologetics. Considered historically. (Offered 1920-21). Second semester, 4 hours.

7C. Psychology of Religion. A study in the origin and principles of development of religion. (Offered 1920-21). First semester, 4 hours.

8C. Comparative Religion. (Offered 1919-20.) Second semester, 4 hours.

9D. Philosophy of the Christian Religion. An exhibit of Christianity against a background of nature and mankind and especially of religion in general. (Offered 1919-20.) First semester, 4 hours.

10D. Ethics. A course in the principles of the various schools, culminating in a suitable emphasis of Christian ethics. (Offered 1920-21). Second semester, 4 hours.

11D. Old Testament Theology. A study of the idea of God as reflected in the Literature of the Old Testament. (Offered 1919-20). First semester, 4 hours.

12D. The Theology of the New Testament. (Offered 1919-20.) Second semester, 4 hours.

PASTORAL THEOLOGY.
President McCash.

At certain intervals during the year President McCash will give lectures to the young ministers on the office and work of the Christian pastor.

PRACTICAL THEOLOGY.
*** Prof. Harry D. Smith.**

I. RELIGIOUS EDUCATION.

1B. History of Religious Education. A study of the beginning of religious education, leading up to the present status of the work. First semester, 3 hours.

2B. Material of Religious Education. A study of the various helps, systems, and literature of the Sunday School. Second semester, 3 hours.

3C. Introduction to Philosophy. This is a general course in Philosophy. (Offered 1919-20). First semester, 4 hours.

5C. History of Philosophy. A general survey, dealing with the leading philosophers from Thales to the present time. (Offered 1918-19). First semester, 4 hours.

II. HOMILETICS.

9B. The Science and Art of Preaching. This work is both theoretical and practical. Text books and lectures are used. First semester, 4 hours.

*Absent on leave during 1920-21. Part of Prof. Smith's work will be carried on by other instructors.

10B. The Development of the Sermon. Continuation of course 9. Sermonic masterpieces are studied and sermon outlines are developed by the student. Second semester, 4 hours.

III. MINISTERIAL WORK.

1A. The Minister. The work and office of the minister are given careful attention. First semester, 3 hours.

2A. Church Administration. The Practical phases of church work are discussed, including finance, pastoral oversight, administration of the ordinances, conduct of funerals, marriages, etc. Second semester, 3 hours.

3C. Social Ethics.
First semester, 2 hours.

4C. Missionary Organizations.
Second semester, 2 hours.

PUBLIC SPEAKING.
Professor Oberg.

1 and 2 A. Public Speaking. The aim of this course is to cultivate in the student a facility and forcefulness in presenting to others his own thoughts. Bible reading is a feature in this course. Each semester, 2 hours.

Excellent facilities are offered to take additional private work leading to appropriate diploma in expression. Only a limited additional credit will be given in college. For further particulars, see the Fine Arts catalogue.

SEMITIC LANGUAGES, HISTORY AND LITERATURE.
Professor Sears.

I. COURSES IN LANGUAGE.

1C. Hebrew Language.

Gen. Chapters 1-8; including the grammatical principles of the language, the acquisition of a vocabulary and translation of English into Hebrew. The ground covered in Harper, Introductory Hebrew Method and Elements of Hebrew.
(Offered 1920-21). First semester, 4 hours.

2C. Hebrew Language.

The work of the first semester is continued and completed. Further reading is done in Genesis. The class will use Baer and Delitzch's Hebrew Bible and Davies' Lexicon.
(Offered 1920-21). Second semester, 4 hours.

3D. Historical Hebrew. The Books of Samuel. Critical translation of portions, with a study of Hebrew syntax.
(Offered 1921-22). First semester, 4 hours.

4D. Advanced Hebrew Grammar. Etymology and Syntax.
(Offered 1921-22). Second semester, 4 hours.

5D. Prophetic Hebrew. Amos. Critical and exegetical study of language, contents and teaching of this prophet.
(Offered 1922-23). First semester, 4 hours.

6D. Biblical Aramaic. Grammar and reading of the Aramaic parts of the Old Testament. (Dan. 2:4-7:28 and parts of Ezra). (Offered 1921-22). Second semester, 4 hours.

II. COURSES IN ENGLISH.

9A. Hebrew History. From the beginning to the division of the Kingdom of Israel in the days of Rehoboam and Jeroboam. (Offered in 1920-21). First semester, 4 hours

10A. Hebrew and Jewish History.
From the division of the kingdom to the Macabeean Period.
(Offered 1920-21). Second semester, 4 hours.

11B. Prophets and Prophecy.
A study of the prophets and prophecy of the Old Testament. The historical periods of the prophets, the work of the prophets and their principal ideas will be developed.
(Offered 1921-22). First semester, 4 hours.

12B. The Bible as Literature.
This course will consist of a critical study of the chief literary masterpieces of the Bible, from the literary standpoint, as a contribution to the world's literature. Particlar attention will be given to the Book of Job, The Psalms, Proverbs, and examples of Hebrew poetry and oratory as found in other parts of the Bible. (Offered 1921-22). Second semester, 4 hours.

13A. General Survey of Hebrew History and Literature.

A general survey course intended for students who desire a general knowledge of the Old Testament Scriptures. Required of all students who have not had 9 and 10.

(Offered 1920-21). First semester, 3 hours.

14D. The Monuments and the Old Testament.

A thorough study of extra-Biblical sources of information which will throw light on the record of the Hebrews. Semitic geography will also be studied in detail.

(Offered 1920-21). Second semester, 3 hours.

15C. Oriental History.

Consists in the study of Egypt, Babylonia, Assyria, Medo-Persia, and other countries of the Old Testament period.

(Offered 1920-21). First semester, 4 hours.

16C. The Graeco-Roman World.

The Jewish people in the Roman Empire, Hellenism and its influence, the general preparation of the world for Christ; the social, industrial and religious life of the Jews from 175 B. C. to 70 A. D.; the Scribes and Pharises; Rabbinical Literature.

(Offered 1920-21). First semester, 4 hours.

18D. Old Testament Introduction.

Such subjects as text, authorship, canonicity, manuscripts, translations, versions, and languages of the Old Testament are studied. (Offered 1921-22). Second semester, 3 hours.

COURSES FOR MINISTERIAL STUDENTS LEADING TO THE DEGREES BACHELOR OF ARTS AND MASTER OF THEOLOGY.

(For Entrance and Group Requirements, See pages 25-28)

Majors are offered in New Testament, Old Testament, Historical Theology, and Practical Theology.

(For Major and Minor Requirements, see page 29).

Subjects Open to Freshmen and Sophomores.

*English ..... 5 hours
*Elementary Greek, (New Testament) ..... 8 hours.
History of Israel ..... 8 hours.
Homiletics ..... 8 hours.
Ancient Semitic History ..... 4 hours.
History of New Testament Times, (Graeco-Roman World) ..... 4 hours.
Public Speaking ..... 2 hours.
The Gospels in English ..... 6 hours
*Physics or Chemistry ..... 8 hours
N. T. Greek, Gospels and Epistles ..... 8 hours.
Religious Education ..... 6 hours.
First Principles of Christianity ..... 3 hours
*Biological Science ..... 8 hours.
Principles of the Restoration Movement ..... 3 hours.
Christian Missions ..... 2 hours
Pastoral Theology ..... 6 hours
History of Christian Doctrine ..... 6 hours.
General Psychology ..... 4 hours.

Subjects Open to Juniors and Seniors.

Elementary Hebrew ..... 8 hours
General Church History ..... 3 hours.
Ethics ..... 4 hours.
Introduction to Philosophy ..... 4 hours.
History of Philosophy ..... 4 hours.
Paul's Epistles, (Classes in English and Greek combined) ..... 6 hours.
Prophets of Israel ..... 8 hours.
Miscellaneous Epistles of N. T. ..... 6 hours.
Christian Missions ..... 2 hours.
Apologetics ..... 6 hours.
Missionary Organization ..... 2 hours
Psychology of Religion ..... 4 hours.
Comparative Religion ..... 4 hours.
Public Speaking ..... 2 hours
Introduction to the Literature of the O. T. ..... 4 hours
Social Ethics ..... 2 hours.

Subjects Open to Seniors and Graduates.

Philosophy of the Christian Religion	4 hours
Advanced Hebrew	8 hours.
Translations in the Septuagint	2 hours.
Patristic Greek	2 hours.
Canon and Text of the New Testament	3 hours.
Introduction to the Literature of the New Testament	3 hours.
Old Testament Theology	4 hours.
New Testament Theology	4 hours.
The Apocalypse and Epistles of John	2 hours.
Acts of Apostles	2 hours.

DEPARTMENT FOR CHURCH WORKERS.

In connection with the Bible College facilities are provided for the training of Church workers, pastoral helpers, singing evangelists and Bible teachers in the Sunday School. The demand for trained workers of this character among the Disciples is growing and the University desires to encourage young people to prepare for this new field of Church work. A diploma will be given on completing the following curriculum:

Curriculum for Church Workers.

English Bible, New Testament	2 hours
History of Teachings of the Disciples of Christ	2 hours
Sacred Music and Choral Singing	2 hours.
Solo Singing	2 hours.
History of Missions	1 hour.
Bible School Pedagogy	4 hours.
Typewriting	4 hours.

Self Help.

Nearly all Ministerial students are compelled to work their way through college in some way or another. It is our purpose to assist such persons in every possible way. For a description of the opportunities offered self help, see articles on "Matters of Interest to Self-Supporting Students," which will be found on a subsequent page.

Student Preaching.

While it would be best for ministerial students to refrain

for the most part from preaching until near the completion the college course, yet in many cases this seems practically possible. Many students must make their expenses while school by preaching, or drop out of school and earn money continue their work or abandon the idea of securing the nec sary education. Enid is, fortunately, so situated that it off excellent opportunities for student preaching. Railroads r ning ten different directions bring many churches wit reach. There are many churches now without preachers, t can be reached by students going out on Saturday and retu ing Monday. Students, however, should be modest in their pectations, live economically, and not try to make m than enough to defray actual expenses. As a rule, once ev two weeks is as often as a student ought to go away to prea

Ministerial Association.

This organization consists of all the students for the mi try, together with several members of the Faculty who are m isters. Regular meetings are held and programs are giv Occasionally prominent lecturers are brought to the Univers under the auspices of the Association.

Note.—Every ministerial student is required to join Association, and attend monthly meetings regularly. This i condition of receiving the benefit of the special ministerial r on tuition.

Pulpit Supply.

No efforts are spared to assist ministerial students to cure work among the churches. To this end, the Bible Coll collects all possible data from the churches needing preach and is able to furnish regular work for practically all stude who are prepared to preach. Churches needing preachers invited to correspond with the Dean. At present a large nu ber of competent, experienced men are filling pulpits withi radius of 125 miles of Enid.

Endorsement by the Church.

Every student who desires to take advantage of the M isterial rates in tuition should bring with him or her a let of recommendation from the local congregation in which me bership is held. No student will be classed as ministerial wh

ligence is not approved, and whose character is not above re-oach.

Student Activity Fee.

Each student pays an additional fee of $4.00 per semester hich gives him the privilege of gymnasium instruction and ee admission to all athletic contests and debates, thus saving m considerable during the year.

Co-Operative Club.

There is, in successful operation, a club of ministerial stu-nts near the University, where good table board was secured ring the past year for $2.00 to $4.00 a week, with reduction r meals missed by those going away on Sundays to preach. rnished rooms were secured at 75 cents per week, with fuel tra. A similar arrangement, in prices, will be effected during e coming year, if possible.

School of Education

The School of Education.

ISAAC NEWTON McCASH, LL. D., President.

MADISON LOVE PERKINS, A. M., Director, Professor of Education.

SAMUEL H. HORNE, A. M., Professor of Psychology.

JOHN C. LAPPIN, A. M., Professor of Education.

Pedagogy of special subjects will be taught by the various professors in the several departments.

Purpose and Method of the School of Education. The primary aim of the School of Education is to meet the rapidly increasing demand for trained teachers. This training has a two-fold object: (1) To ground the prospective teacher in a thorough knowledge of the fundamentals; and (2) to acquaint him with sound pedagogical principles and with the application of these principles to the growing minds of children.

Now, experience has demonstrated these truths: (1) We cannot teach others the things we do not ourselves know; (2) Methods and principles are most easily and naturally acquired in connection with the learning of subject matter. We usually teach as we are taught. Hence it will be the conscious aim of all instructors to employ in class instruction only those methods upon which experience and pedagogical science have placed the stamp of approval. Thus, while the student is acquiring the subject matter, he is also, though unconsciously, perhaps, learning the best methods of presenting it to the growing mind. The importance of this fact to the prospective teacher cannot be overestimated.

The Science of Education. However indispensable a fundamental knowledge of content, and however useful empirical methods of presentation may be, still the true teacher will seek to understand the psychology of the growing child, and will demand to know the laws and principles that underlie the most simple as well as the most complex procedure of the school room.

General Culture Value of Educational Subjects.

But let it not be understood that these subjects are of interest and value to the prospective teacher only; from the standpoint of culture and systematic mental discipline they take high rank with other academic subjects. It is advised therefore that students, even though they do not look forward to teaching, make liberal use of these subjects in choosing electives.

Degree in Education.

Students who have received credits for one hundred and forty semester hours, exclusive of the requirements in Physical Training and who have met all the requirements of the College of Liberal Arts for the degrees of Bachelor of Arts and who have met all the requirements prescribed by the School of Education will be given both the degree Bachelor of Arts, and Bachelor of Science in Education.

STATE RECOGNITION OF PHILLIPS UNIVERSITY.

The high standard of the work done in Phillips University is shown by the recognition it has received at the hands of the State Boards of Education of Oklahoma, Texas, and Kansas, placing it on the list of approved institutions, as is witnessed by the following letters:

STATE BOARD OF EDUCATION.
Oklahoma City, Okla., Jan. 16, 1917.

Pres. I. N. McCash,
Enid, Oklahoma.
Dear Sir:

The State Board of Education grants the following recognition towards certification of teachers to Phillips University.

1st. A life High School certificate to graduates who have completed twenty-four hours in education and psychology.

2nd. Special college certificate valid for two years to students of Phillips University who have completed two years of work in the university with the required work in education.

3rd. A State Elementary School certificate valid for two years to students completing one year in the university who have had the work required in education and psychology and

have declared their intentions on entrance upon work for such certificates.

4th. Grades made in Phillips University are accepted in lieu of examinations in equivalent subjects on all certificates issued in Oklahoma.

Yours truly,

(Signed) LESLIE T. HUFFMAN,
Secretary.

Topeka, Kansas, April 10, 1914.

Dear Sir:

I am pleased to inform you that at a meeting of the Kansas State Board of Education of this date, your application for the approval of Phillips University was granted, and accordingly the University will be placed on the list of accredited institutions and your graduates will have the privilege of applying for state certificates on the same terms as graduates from institutions in the state.

(Signed) W. D. ROSS,

State Superintendent Public Instruction.

March 18, 1919.

President I. N. McCash,
Phillips University,
My Dear Mr. McCash:

I am glad to advise you that the State Department of Education of Texas recognizes Phillips University of East Enid, Oklahoma, as a university of the first class and graduates from this institution holding an A. B. degree with four courses (24 hours) in Education may receive a State Permanent Certificate from this Department upon becoming a resident citizen of Texas.

Yours respectfuly,

T. L. SHEPARD,
Certificate Clerk.

Courses of Instruction.

The following courses of study in Education and Psychology are designed to give to all who are preparing to teach, a general survey of the history, organization, and underlying principles of educational theory and practice. Students pursuing courses in other departments of the university will find it profitable to choose electives from the following courses.

Some courses are offered only in alternate years; some will be offered every year.

EDUCATION.

Professor Perkins
Professor Lappin.

1A. Technique of Teaching. A study of the principles underlying effective class-instruction. The routine of teaching, and the general principles governing the use of text-books, securing attention and interest, applying tests, etc.

First semester, 2 hours.

2B. Methods of Teaching the Common Branches. This course is designed for teachers and principals in the grades. It is also a valuable course for superintendents and supervisors.

Second semester, 2 hours.

4A. Rural Education. A course designed for all teachers expecting to teach in the rural schools. No teacher is quite prepared for any phase of educational work who is unacquainted with rural school work. This course will embrace a thorough study of the best that is being done in rural school work today.

Second semester, 2 hours.

6B. Observation and Practice. This course involves observation of classes in the grades and high school, reports on same, lesson plans, and practice teacheing.

Each semester, 2 hours.

7B. Philosophy of Education. A discussion of the correlation of modern educational theory and practice in their biological, physiological, sociological, psychological and philosophical aspects. The chief topics discussed are heredity, habit, culture epochs, the education of memory, reason, will, imgaination and the aesthetic nature. First semester, 4 hours.

8B. Educational Measure ments. A study of statistical methods and their application to school problems.

Second semester, 4 hours.

9B. History of Education. A general survey of education in ancient and medieval times; including the main features of Oriental, Greek, Roman, Early Christian, Medieval, Renaissance. First semester, 3 hours.

10B. History of Education. Course continued. A survey of education in modern times.

Second semester, 3 hours.

11B. History of American Education. A study of English influences on the colonial schools, together with a history of the origin and development of the American public school system, and the institutions fostered by the Church and private enterprise. First semester, 2 hours.

12C. Administration and Supervision of School Systems. A presentation of some of the principles and methods of efficient management and supervision. Second semester, 2 hours.

13C. The Pedagogy and Psychology of Adolescence. This course is intended to give insight into some of the characteristics of this critical period of life. First semester, 4 hours.

14D. Methods of Teaching in the High School. This course would be better preceded by The Psychology and Pedagogy of Adolescence and The Psychology of the High School Subjects. It will introduce the student to a study of the principles which underlie instruction in high school subjects.

Second semester, 4 hours.

15C. Principles of Education. A discussion of the bases, aims, and content of education. The course will be supplemented by a discussion of the genetic philosophy of progress.

First semester, 4 hours.

16D. Current Topics. A study of topics related to Education, as discussed in current journals and bulletins.

Second semester, 2 hours.

17D. Secondary Education. The purpose, organization and curriculum of secondary education, together with a comparison of the systems of France, Germany, England, and United States. First semester, 2 hours.

18D. Educational Sociology. Education approached from the sociological point of view and designed to give a social interpretation of modern education progress. The social group rather than the individual is regarded as the educational unit.

Second semester, 4 hours.

PSYCHOLOGY.

Professor Horne.

1A. General Psychology. This is a course in general psychology, including a survey of the mechanism of the nervous system. It aims to introduce the students to the main facts, principles, problems and methods of psychology, either as a part of his general educational appointment, or as a preparation for

professional study in education, law, medicine, business, or the ministry. Hence it is advised that all students take this course.

First semester, 4 hours.

2B. Educational Psychology. A study of the organizations developed in the nervous system and in the consciousness through school training in the various subjects taught. An investigation of the elements and principles of the learning process, the correlation of studies, motor training, etc.

Second semester, 4 hours.

3A. Genetic Psychology.—Child Study. A course treating of the development of the child from the earliest years to maturity. Some of the main topics are physical growth, including the rates of growth at different periods, instincts of play, of social consciousness, memory perception.

First semester, 4 hours.

6D. Psychology of the High School Subjects. A study of the psychological principles and mental processes involved in the learning of the subjects of the high school curriculum.

First semester, 2 hours.

10A. Psychology of Learning. How to Use Your Mind. A brief elementary course, the aim of which is to aid the young college student in solving the intellectual problems and meeting effectively the new situations incident to college life.

First semester, 2 hours.

Note.—For additional courses in Psychology, see Department, Psychology, College of Arts and Sciences.

COURSES IN METHODS OF TEACHING.

The following courses in special methods of teaching are offered in other departments of the University:

17D. Pedagogy of English. Intended primarily for teachers of English in high schools. See English 17.

Professor Wolfinger.

18D. Pedagogy of Latin. See Latin 6.

Professor Stukey.

19D. Pedagogy of German. See German 17.

Professor Stukey.

20D. Pedagogy of French. See French 7.

Professor Palmblat.

21D. Pedagogy of Physics. See Physics.

Professor Knowles.

22D. Pedagogy of Chemistry. See Chemistry.

Professor Reiter.

23D. Pedagogy of Physiology.

Associate Professor Shirley.

24D. Pedagogy of Spanish.
See Spanish, Professor Smith.
24D. Pedagogy of Zoology.
Asso. Professor Shirley.
25D. Pedagogy of Mathematics. See Mathematics.
Professor Knowles.
26D. Pedagogy of History. See History 14.
Professor Wellman.

NORMAL COLLEGE COURSES.

Life Diploma.

The 1917 Oklahoma Legislature passed a law making it possible for accredited colleges and universities, by submitting approved Normal courses of study to the State Board of Education, to offer diplomas under the same terms as the Oklahoma State Normal Schools.

The following courses have been approved by the State Board of Education for Oklahoma. Students satisfactorily completing any one of them will be entitled to receive a State Life Diploma. The student should, in consultation with the Director, select and consistently follow one of the courses throughout his two years of work.

I. ACADEMIC COURSE.

Freshman Year.

First Semester:

Introductory Psychology	4 hrs.
College Rhetoric	5 hrs.
Elective	3 hrs.
Elective	3 hrs.
Total	15 hrs.

Educational Psychology	3 hrs.
General Pedagogy	2 hrs.
Adv. English Grammar	2 hrs.
Argumentation and Debate	2 hrs.
Elective	3 hrs.
Elective	3 hrs.
Total	15 hrs.

Sophomore Year.

Pedagogy Common Branches	2 hrs.
History of Education	4 hrs.
Observation and Practice	3 hrs.
Elective	4 hrs.
Elective	3 hrs.
Total	16 hrs.

Second Semester:

Philosophy of Education	4 hrs.
Rural Education	2 hrs.
Observation and Practice	4 hrs.
Elective	4 hrs.
Elective	3 hrs.
Total	16 hrs.

II. ENGLISH—FOREIGN LANGUAGE COURSE.

Freshmen Year.

First Semester:

Introductory Psychology	4 hrs.
College Rhetoric	5 hrs.
Electiv (English)	3 hrs.
Elective (Language)	5 hrs.
Total	17 hrs

Second Semester:

Educational Psychology	3 hrs.
General Pedagogy	2 hrs.
Advanced English Grammar	2 hrs.
Argumentation and Debate	2 hrs.
English Elective	3 hrs.
Language Elective	5 hrs.
Total	17 hrs

Sophomore Year.

First Semester:

Pedagogy Common Branches	2 hrs.
History of Education	4 hrs.
Observation and Practice	3 hrs.
English Elective	3 hrs.
Language Elective	3 hrs.
Total	15 hrs.

Second Semester:

Philosophy of Education	4 hrs.
Observation and Practice	3 hrs.
English Elective	2 hrs.
Language Elective	2 hrs.
Pedagogy of English	2 hrs.
Pedagogy of Language	2 hrs.
Total	15 hrs.

III. HOME ECONOMICS—MANUAL TRAINING COURSE.

Freshman Year.

First Semester:

Introductory Psychology	4 hrs.
College Rhetoric	5 hrs.
Home Economics, or Manual Training	4 hrs.
Elective	3 hrs.
Total	16 hrs.

Second Semester:

Educational Psychology	3 hrs.
General Pedagogy	2 hrs.
Advanced English Grammar	2 hrs.
Argumentation and Debate	2 hrs.
Home Economics or Manual Training	4 hrs.
Elective	3 hrs.
Total	16 hrs.

Sopohomore Year.

First Semester:

Pedagogy Common Branches	2 hrs.
History of Education	4 hrs.
Observation and Practice	3 hrs.
Home Economics, or Manual Training	4 hrs.
Elective	3 hrs.
Total	16 hrs.

Second Semester:

Philisophy of Education	4 hrs.
Observation and Practice	3 hrs.
Home Economics, or Manual Training	4 hrs.
Electives	5 hrs.
Total	16 hrs.

IV.—MUSIC-ART COURSE.

Freshman Year.

First Semester:

Introductory Psychology	4 hrs.
College Rhetoric	5 hrs.
Music, or Art	5 hrs.
Elective	2 hrs.
Total	16 hrs.

Second Semester:

Educational Psychology	3 hrs.
General Pedagogy	2 hrs.
Advanced English Grammar	2 hrs.
Argumentation and Debate	2 hrs.
Music, or Art	5 hrs.
Total	16 hrs.

Sophomore Year.

First Semester:

Pedagogy of Common Branches	2 hrs.
History of Education	4 hrs.
Observation and Practice	3 hrs.
Music, or Art	4 hrs.
Elective	3 hrs.
Total	16 hrs.

Second Semester:

Philosophy of Education	4 hrs.
Observation and Practice	3 hrs.
Music, or Art	4 hrs.
Elective	4 hrs.
Total	16 hrs.

University High School

University High School.

(Member North-Central Association of Colleges and Secondary Schools).

FACULTY.

ISAAC NEWTON McCASH, LL. D., President, Phillips University.

WM. L. E. SHANE, A. B., B. S. in Ed., Principal, Instructor in Education and Review Subjects.

NELLE MAY COOKE, A. B., Instructor in Mathematics.

LOIS PRUITT, A. B., Instructor in Spanish and Latin.

ARCHIE G. SATER, A. M., Instructor in History.

LUCY WOOLERY, B. S., Instructor in Home Economics.

GLADYS ANDRES, A. B., Instructor in English.

RAY L. SIX, A. B., Instructor in Natural Sciences.

LEONA SNAWDER, A. B., Instructor in Biology.

_____Instructor in Manual Training.

_____Instructor in Physical Training.

The High School.

The University High School covers the work done in the best high schools whose curriculum embraces four years of instruction. Students are advised to pursue four subjects each year, and are discouraged from undertaking more.

Diplomas.

Those who complete successfully the work of the High School are granted a diploma bearing the seal of the University. The diploma stands for the standard of scholarship maintained by the North Central Association. The holder will be admitted to the freshman year of the College of Liberal Arts in the standard universities, without conditions or examinations.

Entrance Requirements.

Students coming from other schools must present at time of entering a certified list of subjects for which they desire to receive credit. Otherwise, examinations may be necessary. The preparation required of all students for entering the first year will cover the work of the common schools of the state, including satisfactory completion of the eighth grade.

Requirements for Graduation.

1. **English.**
   - (a) Composition ---------- 1 unit
   - (b) Rhetoric ---------- 1 unit
   - (c) English or American Literature ---------- 1 unit
2. **Mathematics.**
   - (a) Elementary Alegebra ---------- 1 unit
   - (b) Plane Geometry ---------- 1 unit
3. **One Foreign Language** ---------- 2 units
   (Latin, French, Greek, Spanish or German.).
4. **Two Elective Groups**, each of not less than ---------- 2 units

   Selected from the following:

(a) Social Studies. (Not more than 4 units allowed).
Ancient History ---------- 1 unit
Modern History ---------- 1 unit
English History ---------- ½ unit
American History ---------- ½ unit
American Government ---------- ½ unit
Social Science ---------- ½ unit
Bible ---------- ½ or 1 unit

(b) Natural Science (Not more than 4 units).
General Science ---------- 1 unit
*Botany ---------- 1 unit
Physical Geography ---------- ½ unit
Geology ---------- ½ unit
Physiology ---------- ½ unit
Sanitary Science ---------- ½ unit

(c) Practical and Fine Arts (Not more than 6 units).
Drawing ---------- ½, 1 or 2 units
Manual Training ---------- 1 or 2 units
Domestic Science ---------- ½. 1 or 2 units
Commercial Subjects ---------- ½, 1 or 2 units
Agriculture ---------- 1 unit
Pedagogy ---------- ½ unit
Psychology ---------- ½ unit

5. **Electives** ---------- **5 units**
Subject to the above limitations, making a total of ---------- 16 units

Definition of Unit.

A Unit in the University High School is a single subject reciting not less than 36 weeks, four times a week, each recitation being 60 minutes. This is the equivalent of a subject reciting five times each week, each recitation being 45 minutes.

A Half Unit is a single subject reciting as above, but being completed in 18 weeks (one semester).

Two hours of laboratory work count as one hour of recitation.

Curriculum.

The following curriculum conforms to the requirements of the North-Central Association of Colleges and Secondary Schools.

*—Required for graduation.

Subjects	First Year.	No. Hrs. Per Week.
Elementary Algebra, one unit		4
Composition, one unit		4
Physical Geography and Geology, one unit		4
First Year Latin, one unit		4
Ancient History, one unit		4
Mechanical Drawing, ½ unit (two semesters)		4
	Second Year.	
Plane Geometry, one unit		4
Rhetoric and Composition, one unit		4
Bible History, one unit		4
Latin, Second Year, Caesar, one unit		4
Spanish, First Year, one unit		4
Free Hand Drawing, ½ unit (two semesters)		4
Modern History, one unit		4
Manual Training, one unit		8
General Science, (recitation and laboratory) one unit		4
	Third Year.	
English Literature, one unit		4
English History and Social Science, one unit		4
Physiology, ½ unit, (recitation and laboratory)		6
Hygiene and Sanitation, ½ unit (recitation and laboratory)		6
Spanish, Second Year, one unit		4
Latin, Cicero, one unit		4
Commercial Arithmetic and Bookkeeping, ½ unit each		4 and 5
Agriculture (recitation and laboratory) one unit		6
Manual Training, Second Year, one unit		8
Domestic Art, one unit (recitation and laboratory)		6
Oklahoma History and Civics, ½ unit		4
	Fourth Year.	
Solid Geometry, and Algebra, ½ unit each		4
Botany, one unit (recitation and laboratory)		6
American History and Government, one unit		4
Normal Review of Common Branches, one unit		4
Pedagogy and Psychology, one-half unit each		4
American Literature, one unit		4
Latin, Virgil, one unit		4
Domestic Science, one unit (recitation and laboratory)		6

(Choose four units each year).

Electives From the Commercial Branches.

Not more than two units may be offered from the following: Commercial Arithmetic, Commercial Law, Business Spelling and Correspondence, one-half unit each; Bookkeeping, completed course, one or two units; Stenography and Typewriting, completed course, two units (no credit for either alone).

Total Electives From Practical and Fine Arts.

Of the 16 units required for graduation, a total of six units may be chosen from the following: Free-hand Drawing, Mechanical Drawing, Commercial Branches (see above), Agriculture, Domestic Science and Art, and Manual Training. Credit in Music, Gymnasium, Normal Review Subjects, given only on the 16th unit in the regular High School course. Ten units must be chosen from subjects not included in this group.

Courses of Instruction.

APPLIED ARTS AND HOME ECONOMICS.
Miss Woolery.

A. Mechanical Drawing. Construction of plane figures leading to complicated drawings. First semester, 4 hours.

B. Mechanical Drawing. Course A. continued with color work. Second semester, 4 hours.

Second Year.

C. Free Hand Drawing. This course teaches observation of form and color, and trains the eye and the hand to work with the mind. First semester, 4 hours.

D. Free Hand Drawing. Continuation of course C. Water color, pastel, and ink work added. Second semester, 4 hours.

Third Year.

E. Domestic Art. In these days of much talk of "high cost of living," household economy is an intensely practical subject. Domestic Science trains young women to get the maximum of food value with a minimum of market bills. Domestic Art trains young women to get a maximum of wardrobe value at minimum prices.

The aim of this department is to train for neatness, accuracy, and simplicity in the wardrobe. Through the study of textiles the girls are taught to become better judges of fabrics. Much of the goods manufactured these days are heavily dyed with harmful chemicals that destroy the value of the cloth. Then goods are sold as "silk" or "wool" that have very little of these materials. The girls in domestic art are taught to know and detect, these shams. When women learn to shun the cheap, shoddy fabrics, the manufacturers will cease to make them.

The complete course includes model sewing, plain sewing, dressmaking and art needlework, history of costumes, color theory, and house decoration.

First semester, 2 hours theory, 4 hours laboratory.

F. Advanced Sewing. This course includes dressmaking, millinery drafting, etc.

First semester, 2 hours theory, 4 hours laboratory.

Fourth Year.

G. Domestic Science. Food and its preparation. An introduction to the study of foods. Emphasis is placed on methods of preparation, and the influence of these methods, instruction and general composition of foods. Foods are considered from the standpoint of their nutritive, digestive and economic values. The students select and prepare menus and are called upon to prepare and serve meals.

Special emphasis is placed upon the value of food to the body, especially the kind of foods, their combination, etc., which should be used in various diseases. In fact, practical dietetics in health and disease is made a large part of the course.

Second semester, 2 hours theory, and 4 hours laboratory.

H. Advanced Cooking. Includes practical work in food preparation, serving meals, invalid cookery, dietetics and social observance.

Second semester, 2 hours theory, and 4 hours laboratory.

EDUCATION.

Mr. Shane.

A. Pedagogy. A course in methods and management. First semester, 4 hours.

B. Psychology. An elementary course in psychology Courses A. and B. are open only to fourth year students, and are required for teachers' certificates.

C. Normal Review of Common Branches. This course embraces a reveiw of six weeks each of the following subjects: Physiology and Sanitation, Grammar, and Reading.

First semester, 4 hours.

D. Course C, continued. Review of Penmanship and Spelling, Arithmetic, and Geography. Second semester, 4 hours.

Normal Training Course: The following is suggested as a model course for Normal Training students:

First Year.

English I. ---------- one unit
Latin I. ---------- one unit
Algebra I. ---------- one unit
Ancient History ---------- one unit

Second Year.

English II. ---------- one unit
Latin II. ---------- one unit
Plane Geometry ---------- one unit
Modern History ---------- one unit

Third Year.

English III. ---------- one unit
*Agriculture ---------- one unit
*Manual Training or Domestic Science ---------- one unit
Social Science ---------- one-half unit
Free-hand Drawing ---------- one-half unit

Fourth Year.

*Pedagogy ---------- one-half unit
*Psychology ---------- one-half unit
*American History and Government ---------- one unit
*Reviews ---------- one unit

Observation and Practice Teaching: All students taking the normal training course must do observation work in all the grades. The equivalent of one hour a day must be devoted to observation, practice teaching and lesson planning.

Normal Training Certificates.

The state laws of Oklahoma authorize the state superintendent to issue certificates to graduates of high schools approved by the state superintendent, which certificates permit them to teach in the common schools of Oklahoma for a period of two years. Phillips High School is among the approved schools.

"(a). Normal Training Courses shall be elective and must be given in the eleventh and twelfth grades. Graduates of this course must be complete at least sixteen high school units which shall include the units prescribed by the State University.

"(b). The Normal Training Course shall consist of at least one-half unit in the science of teaching; one-half unit in Psychology; one full unit in American History and Government; one full year's work in Agriculture with laboratory and demonstration work giving especial emphasis to school gardens and practice, not to be offered earlier than the eleventh grade; not less thanone full unit in Domestic Science for girls and not less than one full unit in Manual Training for boys to be given during any year of the high school course; and one full unit review courses of six weeks each, to include the following subjects in the order named: Psychology and Sanitation, Grammar, Reading, Penmanship and Spelling, Arithmetic and Geography."

*** Required by the State Board of Education.**

General Requirements.

"(a). Regular students above the tenth grade or graduates of any high school shall be eligible to take this course. All high school graduates must be certified by the school graduating the student.

"(b). The City Superintendent is required to certify under oath on blanks which will be furnished by the State Superintendent the courses completed by each application for a certificate, with the standing on a basis sof 100 per cent.

(c). No certificate will be issued to an applicant unless recommended by the City Superintendent as being a person having the essential qualifications of a teacher, which recommendation shall be indicated on the face of the certificate when issued." (Extracts from "Outlines of Requirements for Normal Training, High Schools," etc.)

ENGLISH.

Miss Andress.

A. Composition. The beginning of High School English Careful review of Advanced Grammar, exercises in oral and written composition required. Classics: "Quentin Durward," "Lady of the Lake," "Hiawatha," and others chosen by the instructor. New Practice Book—Hitchcock.

First semester, 4 hours.

B. Course A. Continued. Classics. "Twice Told Tales," "Vision of Sir Launfal," "Merchant of Venice," and others chosen by the instructor. Second semester, 4 hours.

Second Year.

C. Rhetoric. Thorough drill in composition and the principles of Rhetoric. Classics: "Tale of Two Cities," "Rise of Silas Lapham," "Idylls of the King," and others suitable for class study and discussion. Themes, both oral and written, required at least twice a week. Text, "New Composition and Rhetoric," Herrick and Damon. First semester, 4 hours.

D. English C. Continued. Classics: "Macbeth," "Sketch Book," "Childe Harold," and others as assigned.

Second semester, 4 hours.

Third Year.

E. English Literature. Chaucer to Pope. Classics chosen by instructor to suit the class standing, according to College entrance requirements, from Milton, Tennyson, Browning, Byron, Wordsworth, and others. Text, "English Literature," Long.
First semester, 4 hours.

F. English E. Continued. Pope to Kipling. Classics chosen from Carlyle, DeQuincey, Lamb, Hazlitt, Shakespeare, and Johnson. Second semester, 4 hours.

Fourth Year.

G. American Literature. John Smith to O. W. Holmes. Classics chosen from Brown, Mather, Hawthorne, Poe, Longfellow, and Lowell. Text, "American Literature," Long.
First semester, 4 hours.

H. English G. Continued. Classics from Whittier, Bryant, Lanier, Clemens, Van Dyke, Hale, Howells, Emerson, and Riley. Second semester, 4 hours.

HISTORY AND SOCIAL SCIENCE.

Mr. Sater.
Mr. Shane.

First Year.

A. Ancient History. A course with special reference to the history of Greece, with an introductory study of the more ancient nations. Text, West's Ancient World.
First semester, 4 hours.

B. Ancient History. History of Rome, and chief events of the early Middle Ages, down to the death of Charlemagne (814). In courses A. and B. the student is required to prepare historical outlines and maps, and to read about 300 pages of collateral. West's Ancient World completed.
Second semester, 4 hours.

Second Year.

C. Old Testament History. A general survey of the books of the Old Testament, with emphasis placed upon the history of Israel. Text, The American Revised Bible with selected helps.
First semester, 4 hours.

D. New Testament History. A general survey of the books of the New Testament, with special study of the Life of Christ and the Apostolic Age. Second semester, 4 hours.

E. Mediaeval and Modern History. European history

from the death of Charlemagne. Text, West's Modern World. First semester, 4 hours.

F. Modern History. European history continued to the present time. Required reading 300 pages of collateral material, historical outlines, and map analysis. West's Modern World completed. Second semester, 4 hours.

Third Year.

G. English History. A short course in English history, giving a general survey of the subject. First semester, 4 hours.

H. Social Science. An introduction to the study of sociology. Second semester, 4 hours.

I. Oklahoma History and Civics. This is a teachers' course intended to meet the requirements for teachers' certificates. First semester, 4 hours.

Fourth Year.

J. American History and Government. Text, Channing's Student's History of the United States, and McGruder's American Government. This work must not be taken before the third year, and the student is advised to take it during the fourth. First semester, 4 hours.

K. American History and Government. Course J. completed. Second semester, 4 hours.

LATIN.

Miss Pruitt.

First Year.

A. First Latin. Text, Latin Lessons—Smith. A study of Latin Grammar as an introduction to following courses in Caesar. Special emphasis given to relation of English to Latin in deriviations and root meanings of words. First semester, 4 hours.

B. Continuation of Course A. First Book in Latin completed. Prose composition. Second semester, 4 hours.

Second Year.

C. Caesar's Gallic War. Books 2 and 3. Johnston and Sanford's text. Bennett's Latin Grammar and Latin Writer. First semester, 4 hours.

D. Continuation of Course C. Caesar, Books 1 and 4. Grammar and Prose Composition Study continued.
Second semester, 4 hours.

Third Year.

E. Cicero's Orations Against Catiline, 1-4. D'Ooge's Selected Orations used as text. Grammar and Prose Composition based upon reading. First semester, 4 hours.

F. Cicero's Orations. Poet Archias and Manilian Law. Grammar and Prose Composition continued.
Second semester, 4 hours.

Fourth Year.

G. Virgil's Aeneid Books 1-2. The study of Latin Poetry and Meter. First semester, 4 hours.

H. Virgil's Aeneid Books 4-6. Continuation of Course G.
Second semester, 4 hours.

MANUAL TRAINING.

Mr. _____

First Year.

A. A Course in Beginning Woodwork. Study of tools, their uses, names of parts, adjustment, and sharpening; joints, increasingly complex will be worked out and their application made in useful articles of furniture; wood-finishing.

Mechanical drawing, one day each week. The theory of orthographic projections studied. Working drawings correlated directly with the work at the bench. First semester, 8 hours.

B. Course A. Continued. Second semester, 8 hours.

Second Year.

C. Cabinet Making. Cabinet, table and desk construction Factory methods studied and applied to the work. Visits will be made to industrial plants. An endeavor will be made to do some commercial work. Advanced work in wood-finishing will be given. Layouts and all necessary detail drawings of the shop problems will be made. First semester, 8 hours.

D. Carpentry and Concrete Work. An effort will be made to study house construction by actual construction of a building on a permanent site, or small models or parts of a building will be made in the shop. Concrete work will be taught by construction of practical projects. Various components of concrete and their respective values will be studied. Various mixing proportions and mold construction.
Second semester, 8 hours.

MATHEMATICS.

Miss Cook.

First Year.

A. Algebra. Fundamental operations, factoring, fractions, and an introduction to simple equations. Text, Slaught & Lennes' "Complete Algebra." First semester, 4 hours.

B. Algebra. Simple and simultaneous equations, involution, theory of exponents, radicals, and quadratic equations. Text, Same as A. Second semester, 4 hours.

Second Year.

C. Plane Geometry. Rectilinear figures, circles, proportional lines and similar polygons. Logical sequence of thinking, and, accuracy of expression will be emphasized. Text Wentworth-Smith's Plane Geometry. First semester, 4 hours.

D. Plane Geometry. Comparison and measurement of polygons, regular polygons, and circles, and a complete review of the entire subject by the demonstration of original propositions. Text, Same as C. Second semester, 4 hours.

Third Year.

E. Commercial Arithmetic. A strong course in advanced arithmetic; the study of the fundamental principles of arithmetic with special emphasis laid upon the application of these principles to the solution of practical business problems. Prerequisites, courses A. B. C. D. First semester, 4 hours.

F. Bookkeeping. The theory and practice of bookkeeping with its application to the commercial world—banking, business-practice, etc. Second semester, 4 hours.

Fourth Year.

G. Solid Geometry. Lines, planes, polyhedrons, spheres, and original propositions. Text, Wentworth-Smith's Solid Geometry. First semester, 4 hours.

H. Algebra. Ratio, proportion, variation, progressions, imaginary and complex numbers, inequalities, variables and limits, binominal equations, logarithms, undetermined coefficients, determinants and graphic algebra. Text, Slaught & Lenes' Complete Algebra. Second semester, 4 hours.

MUSIC.

The course in music for the high school is designed to give the student the practical knowledge of music, to enable him to read at sight and to prepare him to teach such music as is used in the average grade and high schools.

A. Sight Singing. Names of keys and how designated by the signature. Solfeggio. Interval reading. Sound relationship. Modulation. Time. Rhythm. Notes, Rests. Major and Minor scales. First semester, 4 hours.

B. Solfeggio, Continued. Sight reading of simple music. Chord building. Text used, Popular Method of Sight-singing by Frank Damrosch. Second semester, 4 hours.

NATURAL SCIENCES.

Mr. Six.
Miss Snawder.

Laboratory. For general science work, the High School is well equipped. A large room is devoted exclusively to laboratory work. The equipment consists in prepared natural specimens, slides, high power microscopes, casts, charts, manikin, etc. A good skeleton also is available.

First Year.

A. Physical Geography. The earth as a member of the solar system; its form, size, movement; the origin, development, and classification of land forms and their casual relations to social and economic conditions. Observation work required. First semester, 4 hours.

B. Geology. An easy text in elementary geology is used showing the structure of the earth's crust, origin of mountains, islands, coral reefs, glaciers, etc. The class room work is supplemented by field excursions in order to place the student in contact with the most common geological phenomena. Texts, Shaler and Heilprin. Note-book and drawings required. Second semester, 4 hours.

Second Year.

C. General Science. This course includes a general survey of science. In addition to the text, laboratory experiments will be conducted in physical and biological sciences. First semester, 4 hours.

D. General Science. Continuation of course C. A full note-book is required in these courses.
Second semester, 4 hours.

Third Year.

E. Physiology. An intensive course with full laboratory work. Note books and drawings required. Text, Martin's Human Body, (briefer course), supplemented by Conn and Buddington's Advanced Physiology. First semester, 6 hours.

F. Hygiene and Sanitation. A course in applied Physiology and Hygiene. Laboratory and observation work, and note book required. Second semester, 6 hours.

G. Agriculture. This work is designed to meet the state requirements for teachers. Text and reference works will be used. Practical demonstrations in laboratory and field garden. Full note-book required. First semester, 6 hours.

H. Agriculture. Continuation of course G.

Fourth Year.

I Botany. A life history of various types of plants, selected from the principal groups. Study of roots, stem and leaf, buds, branches, flowers, pollination, seeds, various groups of algae, fungi, lichens, mosses and liverworts. Text, Bergan and Caldwell. First semester, 6 hours.

J. Botany. The pteridophytes, gymnosperms, angiosperms, flowering plants, timber, plant breeding and ecology.
Second semester, 6 hours.

Note.—In the laboratory classes about two-fifths of the time will be devoted to recitations, and three-fifths to experimental work in the field and laboratory. A careful note book will be kept by the student, with drawing and notes of all original work.

PHYSICAL TRAINING.

Mr._____

First Year.

A. Elementary Course for Boys. Work in the Gymnasium consisting of tumbling, parallel bars, trapeze, rings, Indian clubs, dumb-bells. Basket ball teams will be organized; also or track work may be substituted for this course.
First semester, 2 hours.

B. Course A. Continued. Second semester, 2 hours.

C. Elementary Course for Girls. Drills, marching, Indian clubs, dumb-bells. Basket ball teams will be organized; also other indoor games will be played. First semester, 2 hours.

D. Course C. Continued. Second semester, 2 hours.

Second Year.

E. Advanced Course for Boys. More complicated work will be offered, based upon Courses A. and B. Lectures on various health problems. First semester, 2 hours.

F. Course E. Continued. Second semester, 2 hours.

G. Advanced Course for Girls. More complicated work in the gymnasium, based upon Courses C. or D. Lectures on various health problems by lady instructor. First semester, 2 hours.

H. Course G. Continued. Second semester, 2 hours.

SPANISH.
Miss Pruitt.

First Year.

A. Elementary Spanish. Spoken Spanish will be emphasized. Business correspondence in Spanish will be introduced late in the semester. Text, Introduction a'la Lengua Castellana-Marion Y. Des Garennes. First semester, 4 hours.

B. Continuation of Course A. Text completed, conversation, business forms. Readings from De Vitis' Spanish Reader and classics. Second semester, 4 hours.

Second Year.

C. Second Year Spanish. De Vitis' Reader is completed. Hills and Ford, Spanish Grammar, Ford's Exercises in Spanish Composition. First semester, 4 hours.

College of Music and Art

College of Music and Art.

FACULTY.

ISAAC NEWTON McCASH, LL. D., President.

CHAS. M. BLISS, Dean, Professor of Voice, Composition, Instrumentation, Ear Training and Harmony.

REIN DYKSTERHUIS, Professor of Violin and Ensemble.

MAUDE BLISS, Professor of Piano and Theory.

ROY H. CRITTENDEN, Professor of Voice.

MARIE CROSBY, Professor of Organ, Piano, and Theory.

CHARLES D. HAHN, Professor of Piano and Theory.

LIBBIE FOSTER LOVELL, Instructor in Piano, Dunning System.

ESTELLA BONHAM, M. B., Instructor in Piano.

ISLA G. SMITH, Instructor in Piano.

MARY SUE DARTER, Instructor in Art.

MARY DENEEN PARKER, Instructor in Piano, Dunning System.

VIRGINIA HARDY, Instructor in Voice.

College of Music and Art.

(Special catalogue of the College of Music and Art mailed upon request.)

The College has its own building in which are located the dean's office, teachers' studios, class rooms, and practice rooms.

The College consists of the following schools:

1. MUSIC.
2. ART.

I. MUSIC.

Courses Offered.

(a). Work in theory of music, piano, voice, violin, and pipe organ, leading to degree, Bachelor of Music.

(b). Preparatory work in piano, voice, violin and organ.

(c). Graded work for children in our down-town studios, under specialists, including the well-known and thoroughly tried Dunning system.

THE COLLEGE.

The College of Music gives the following recognition to its students upon vote of entire faculty: Degree Bachelor of Music, Diploma, and Teachers' Certificates.

Entrance Requirements.

Admission to any of these courses will include the usual fifteen units required for entrance to the college. A student must also give evidence of such preparation and proficiency in some branch of music as to make the course profitable.

LITERARY REQUIREMENTS FOR THE DEGREE OF BACHELOR OF MUSIC.

During the music course the student must choose his subjects according to the Group System, outlined below.

Required of All Students.

1. **Rhetoric.** All students are required to take this subject in the freshman year. 5 hours.

Additional English will be required when deemed necessary.

2. **Bible.** Required of all students. 6 hours.

3. **Literary Society Work.** At least one creditable literary production shall be rendered each semester of the student's residence in school.

General Requirements.

1. **Modern Language.**
   French. One year of college French. 8 hours.
   Italian. One year of college Italian. 6 hours.
2. **Science.** Elect two.

(1) Mathematics. Total required is three units exclusive of arithmetic. If three are offered, there is no additional requirement. If less than three, five or six semester hours are required if elected.

(2) Physical Sciences. If a unit each of physics and chemistry is offered, there is no additional requirement. If but one unit is offered, two semesters work in one is required if elected.

(3) Biological Sciences. Two units selected from physiology, biology, botany, or zoology will satisfy this requirement if taken in last two years of high school. If less is offered, two semesters of work must be taken if elected.

3. **History and Social Sciences.** Elect one.

(1) History. Four semester hours of some history not taken in the high school. This requirement may be waived for those offering three or more units of history.

(2) Philosophy and Education. Six semester hours. Pedagogy and elementary psychology offered for entrance may satisfy this requirement.

II. ELECTIVE TO MAKE 60 HOURS.

For full details for requirement of each course see Music catalogue.

Special Theoretical Course.

Phillips University takes high rank along theoretical and cultural lines in music study. For the benefit of those who desire to study music from the purely intellectual side, or desire to prepare themselves for work as composers and arrangers. a course is offered in which theory is the strongest part of the work. Only a minimum amount of work is required in applied music, but stress is placed on a full and complete theoretical course.

I. PIANO.

Students desiring degree or certificate in piano must follow a prescribed course of theory along with two lessons per week and the requisite number of hours practice as laid down in Fine Arts catalogue. During the third year the student may

apply for examination for junior standing. This examination will be given before the entire music faculty and if satisfactory student will be admitted to junior class. A recital will be required at conclusion of junior year and teachers' certificate granted.

At conclusion of senior year another examination will be held before the faculty, and if creditably passed the student will be granted the degree Bachelor of Music. On no condition will anyone be granted any recognition who does not practice the requisite number of hours required or who is not of good moral character.

Preparatory Work.

Beginners and any person desiring to study music will be admitted to this department and may make such progress and receive such credit as their advancement may admit.

Children's Department.

The work of this department is especially designed to meet the musical needs of children. The child can be developed best by private teaching combined with class work. We recognize the need of individual instruction, but there are many items of musical knowledge that can best be taught in class. The study of rythm, technical study at the table, notation, ear training, simple melody writing, composer study and transportation belong to class work. Children have more interest when taught together in a class, and thus accomplish more because they stimulate each other.

Improved System of Music Study.

The Dunning System is an improved method of music study. It is the best exposition of the first principles of piano music and is adapted not only to the teaching of children and beginners, but to all who wish a thorough knowledge of the foundation of music.

The originator of this system, Mrs. Charles L. Dunning, of Buffalo, New York, after much musical experience in this country; studied a number of years in Europe with Fraulein Prentner and Leschetizky, the renowned Vienna instructors. On her return she taught advanced pupils until, impressed by their lack of general knowledge of the fundamental principles of music, she began to look about for a better method of instructing beginners and younger pupils.

The result was this "Improved Method of Music Study," which is the only system endorsed by the world renowned musicians.

We train the mind to think musically and consecutively, cultivating the three greatest factors in a successful life—concentration, application and dispatch.

This work is all done in the down-town studios where teachers who specialize in presenting music to the child mind with special equipment are employed, and give their entire time to this department.

II. ORGAN.

The College of Music of Phillips University has added to its equipment and increased its capacity for the development of its studies, by placing an organ in the auditorium. This organ is a product of the Moller Organ Company of Hagerstown, Maryland.

The organ is called the "King of Instruments." It places within the power of one person musical efforts that are otherwise unattainable, without the combined efforts of many performers on various instruments. While orchestral effects are possible, the highest purpose of the organ is not to imitate the orchestra. Many of the greatest masterpieces of musical literature were produced for the organ and as the instrument has developed, many composers of the Modern School have devoted their attention entirely to composition for this instrument. The fascination of the study of the organ cannot be realized until experienced. The possibilities of color effect through the combining of the stops are unlimited and the art of registration remains a life study of constantly increasing interest. The need of trained organists for the churches is a well recognized fact. Two courses are offered providing for training of the reasonable work of church or concert organist.

Certificate.

(First Year).

Manual and Pedal Technique, Art of Registration, Mechanism and Construction of the Organ, Harmony, Transposition, Ear Training, Acoustics, History of Music.

(Second Year.)

Ear Training, Harmony, Modulation, Counterpoint and Composition, History of Music, Musical Form and Analysis, Accompaniments, Choral Study.

(Third Year).

Canon and Fugue, Composition, Instrumentation, Interpretation, Accompaniments, Improvision, Concert Technique and Repertoire, and Recital.

III. VIOLIN.

1. **Preparatory.** Manner of holding the violin and bow, easy exercises in bowing and fingering. Selections from Meerts and De Beriot's Violin School, also Schroedieck's Technical Studies. Sevcik's Violin School, also Schroedieck's Technical Studies. Sevciks' Schule der Violin Technik and the first two books of Kayser Op. 20. Major Scales (two octaves). Easy pieces in first and third positions. Special attention is given to acquiring a proper method of holding the bow and to the quality and breath of tone.

2. **Intermediate.** Schraedieck's Technical Studies and Sevcik's Schule der Violin; Technik Completed; Kayser Op. 20, Book III; Kreutzer Etudes, Major and Minor Scale and two octave Arpeggios. Solos by Bohm, Wieniawski, De Beriot, Dances and others. Sonatas and the easier concertos of Viorti, De Beriot, and Kreutzer; also practice in ensemble.

3. **Advanced.** Etudes, Kreutzer, Rode, Duets, Trios and Quartettes; Selected Solos; Sonatas, Concertos by Bach, Handel, Beethoven, Mendelssohn, Spohr, Viotti, Rhode, De Beriot, Wieniawski, Grieg and others.

IV. VOICE.

The acme of beautiful musical expression is found in artistic singing. In no form of music is early training of such paramount importance as in the development of the voice, for here you must not only acquire the technique of the instrument, but the instrument itself must be moulded and guided in its growth to maturity.

Voice Training.

Correct breathing, placement of tone and interpretation from the basis of the instruction. No set method is used but the needs of each student are carefully studied, faults corrected and the talent of the individual developed.

Interpretation and Repertoire.

Students are taught to portray through the voice the varying sentiment and emotion indicated by the poetic and dramatic moods of the text. Strict attention is given to tone color, phrasing, enunciation and rhythm.

The best examples of the German, French, Italian, Russian, English and American schools—also standard Oratorio and Operatic excerpts are studied and prepared for public presentation.

Ensemble singing is commended to all students of the department: The preparation and staging of at least one opera during the year is a new feature of the vocal department. This affords the student a splendid opportunity to try his talents, develop his ability to act and sing and acquire poise and grace.

Public School Music.

A course in public school music is part of the preparation demanded by many states of their teachers. The course we offer covers the teaching of primary, grammar and high school music, also the work of the supervision of music, and is practical and thorough,—offering a complete solution of the problems of the teacher of music in the public schools.

Church Music.

Special attention will be given to those desiring to prepare themselves for work as church musicians either as choir singers or evangelists. Practical experience can be secured under the very best possible supervision.

Choral Society.

A choral society is organized each year and a careful study is made of the best in choral music. Last year, "The Messiah" by Handel was given with full chorus, solo voices and orchestra.

Spring Festival.

For several years it has been the custom for the university and the city of Enid to unite in a Spring Music Festival, often bringing one of the large symphony orchestras and their soloists to assist in the production of some masterpieces. The benefit to be derived from such entertainment and association as this is very great, and is much appreciated by our students.

Glee Club.

Male quartettes, ladies' quartettes and glee clubs are organized and carefully trained by our faculty as the demand and opportunity warrant.

Sight Singing.

A class in this important branch of music work is maintained throughout the year. This is in charge of a competent instructor and is free to all students of the university.

Orchestra.

The Phillips University Symphony Orchestra, under the direction of Prof. Rein Dyksterhuis, is one of the most popular organizations of the school. They usually give at least three concerts a season, besides assisting the Choral Society in the production of their programs.

Community Music.

Much interest is being taken by the College of Music in all lines of community work, such as community music, the community drama and community pageants. This last year six splendid concerts were given entirely by talent of the city of Enid and Phillips University. One chapel hour per week was given over entirely to the important subject during the Summer School.

Artist Recitals.

A series of recitals, by distinguished artists, is given yearly under the auspices of the College of Fine Arts.

Student Recitals.

Recitals are given by students throughout the year. Experience gained in these recitals is of great value to the student in preparing him for actual work.

II. ART.

Art. Theory, Practice, History, Drawing and Painting, Plan of Work.

The work in art is planned for those who desire art as a profession or an accomplishment, and for those who apply drawing to their scientific work, or public school teaching. The time

has come when drawing is recognized as a necessity for the successful study of botany, zoology, and science generally, and for teaching in public schools.

The special object is to cultivate the powers of observation and representation, to form and color, so that the student may lay a correct foundation for future work in art lines.

Courses.

Courses in the following lines of work will be offered. The regular course, including preparatory work to students who have had no previous art training. Free-hand drawing, free-hand pencil work, pastel, water and pen and ink work. A special course is offered in pastel, water, oil and china decoration, which includes several months in the design class, outdoor work landscape painting—colors.

This work couples realistic, conventional and semi-conventional. All work in the art department is fitted to meet the direct wants and needs of the individual student.

Equipment.

The art department has two beautiful, well lighted and well ventilated rooms, one for work and one for display of work done. There is an atmosphere of beauty and refinement in the surroundings which is very conducive to true art-culture. The studio is well provided with plaster casts, still-life models and reproductions of masterpieces for study, water color studies in color, china models done in all the prevailing styles of ceramic decoration, hundreds of designs, to be used or studied by the students, and two revelation kilns at the command of the department for firing purposes.

Hours of Work.

One lesson consists of three hours' work with all necessary help and criticisms during that time. One afternoon each week will be devoted to this study by means of lectures and assigned readings.

Exhibitions.

The best work of the student will be exhibited every month when visitors will be invited to inspect it. At this time collective criticism of the students' work will be given, with recognition of good work by honorable mention.

Diplomas and Certificates.

A diploma will be conferred in the ceramic department upon those students who have put in three years study, and proven themselves competent to handle every phase of the work (including a knowledge of firing and the management of the kiln.) At least one year of this work must be done in Phillips.

A diploma in the department of water color will be granted upon the completion of a prescribed course, and a course in the history of art.

Students who have completed the prescribed course in art, but who have not fulfilled the literary requirements, will be granted certificates of proficiency. For the full diploma, however, graduation from a first class high school or the equivalent, is required.

Due credit will be given in this department to students who have studied under efficient teachers elsewhere.

General Information.

One day out of each week will be devoted to outdoor landscape painting.

Free hand drawing is given free.

Six hours a week must be given to the course in order to acquire one high school credit for the year.

School of Oratory and Dramatic Art.

EARL W. OBERG, Professor of Oratory and Dramatic Art.

ORATORY AND DRAMATIC ART.

The purpose of the School of Expression and Dramatic Art is to train the student to arrive at a right understanding of literature and the appreciation of its spirit and essence, to inspire in him the constant endeavor to embody this, to reveal it, to reflect it, to train the voice and body to become transparent to this spirit and essence.

Junior Year.

Prerequisite, high school diploma, or its equivalent.

I. Philosophy of Expression.
II. Expressive Movement.
III. The Speaking Voice.
IV. Public Speaking.
V. Masterpieces.
VI. Modern Dramatists.
VII. Preparation for Public Reading.
VIII. Impersonation.
IX. Diction and Interpretative Forms.
X. Pantomime.
XI. Riley.
XII. Play and Story Cutting.

Junior Year. Course A.

1. Principles of Expression. Discovery of principles in expression. Text book, Leland Power's "Talk of Fundamentals of Expression."

2. Expressive Movement. Freeing exercises. Significance of carriage, attitude and movement. The walk. Poise. Office in expression of the head, torso, arms, hands and legs.

3. Speaking Voice. Fundamental work for freeing and developing the vocal instrument and rendering it responsive to thought and emotion. Basic principles of voice production, voice placing, deep breathing, control of breath, vowel forming, consonantal articulation, development of vocal range, intonation, inflections, melody of speech. Special attention given to the correction of individual faults.

4. Public Speech. The aid of this course is to cultivate in the student a facility and forcefulness in presenting his own thoughts of others.

5.Masterpieces. _Shakespeare: "The Taming of the Shrew." "Merchant of Venice;" Tennyson: "The Coming of Arthur," "The Lady of Shalott;" Kipling; Short Poems.

6. Modern Dramatists. Lecture course on lives and plays of Bernard Shaw, John Galsworthy, Charles Rann Kennedy, Arnold Bennett and Haneick Ibsen.

7. Preparation for Public Reading. In this course the student is encouraged to discover his own individuality and point of view, and taught to have command over his agents of expression. The major part of the first year is devoted to fundamental problems. A portion of the time each week is devoted to drill on selections of the student's individual choice, and these selections are presented at a weekly morning recital in which all students of this department participate.

8. Impersonation. The students are trained in the delineation of the elemental types of character and the representation stage. The prescribed text of this course is William Winter's edition of "The Taming of the Shrew."

9. Diction and Interpretative Forms. The monologue, the lyric, the ballad.

10. Pantomime. Adoption of Expressive Movement to depict scenes. Fundamental moving picture work.

11. James Whitcomb Riley. The poems of this most loved American poet are studied in an exhaustive manner. The course incorporates both the poems in dialect and otherwise—humorous and pathetic.

12. The Art of Play and Story Cutting. Teaching the student how to best prepare material for successful public presentation.

Senior Year. Leading to Degree B. O.

Prerequisite, Course A.

I. Philosophy of Expression.
II. Expressive Movement.
III. The Speaking Voice.
IV. Masterpieces.
V. Preparation for Public Reading.
VI. Impersonation.
VII. Stage Art and the Mechanism of Staging Plays.
VIII. Normal Course.
IX. Advanced Modern Poets.
X. Short Story Telling.

Second Year. Course B.

1. Philosophy of Expression. Continuation of junior year. Work more psychologic and philosophic.

2. Expressive Movement. Universal laws of expression applied to expressive movements of the body. Mind activities manifested in facial expression. Significance of facial zones. Economy in expression. Development of complex situations.

3. The Speaking Voice. Voice technique. Philosophy of vocal expression. The application of principles to interpretation and normal work.

Masterpieces.

The Bible.

Shakespeare's "Twelfth Night," "Much Ado About Nothing."

Browning: "Saul," "My Lost Duchess," "Love Among the Ruins," and other short poems.

Tennyson: "Guinevere," "The passing of Arthur," "Lancelot and Elaine."

Modern Poetry: Alfred Noyes, John Morsefield, Rabindranath Tagore.

5. Modern Dramatists. Exhaustive study and presentation of plays of modern dramatists studied in junior year.

6. Preparation for Public Reading. Students allowed more latitude in their choice of selections, more time devoted to drill in these selections, in addition to the informal weekly recitals in which students are given opportunities to read. Public recitals are given in which all members of the class take part.

7. Impersonation. Scenes with any number of characters may speak. Drill work. Shakespearian texts. The student encouraged to select for himself a play representing his individual choice. Much time devoted to preparation for public presentation.

8. Stage Art and the Mechanism of Staging Plays. The geography and terminology of the stage. Problems in balance and perspective. Scene, property and electric light problems. Every student must work out the necessary business and furnish the information for the staging of a one-act play.

9. Normal Course. Pedagogy of expression. Methods of teaching reading in the grade and high schools. Practice teaching in voice, body, interpretation and the science and art of public speaking.

10. Advanced Modern Poets. A deeper, fuller study of the works of modern poets. See Modern Poets.

Short Story Telling. This course is designed to meet persistent demand by teachers of the lower grades for a course in how to tell children stories in an interesting manner and also the material to be used.

Graduate Year. Leading to Degree M. O.

Prerequisite. Courses A. and B.

I. Impersonation.
II. Stage Art.
III. Masterpieces.
IV. Normal Work.

1. Impersonation. Work in preparing programs for platform work. Requirements—two modern plays and one miscellaneous program.

2. Stage Art. Student must work out business, and lighting effects and assist in the staging of a three or more act play.

3. Masterpieces. Shakespeare: "Hamlet," "Macbeth," "Romeo and Juliet." Shaw: "Man and Superman."

4. Normal Work. Preparation to teach Shakespeare, Tennyson, Browning and modern dramatists.

Curriculum.
Junior Year.

First Semester:

Shakespeare	2 hours
Gesture	2 hours
Repertoire	2 hours
Diction	1 hour
Interpretation of Plays	2 hours

Second Semester:

Shakespeare	2 hours
Gesture	2 hours
Repertoire	2 hours
Normal work	1 hour
Interpretation of Plays	2 hours

Second Year.

First Semester:

Shakespeare	2 hours
Repertoire	2 hours
Tennyson	1 hour
Practice Book	2 hours
Normal work	1 hour
Interpretation of Plays	2 hours

Second Semester:

Shakespeare	2 hours
Repertoire	2 hours
Tennyson	1 hour
Practice Book	2 hours
Browning	1 hour
Interpretation of Plays	2 hours
Normal work	1 hour

Summer Session

Summer Session.

Summer Session, 1920.

The Sixth Annual Summer Term of Phillips University will open Monday, May 31, and close July 24. Students will register and be classified on June 2. Collegiate subjects taken for three hours semester credit will be taught daily throughout the term. High school subjects taken for four hours semester credit will be taught nine times per week. Collegiate subjects taken for five hours semester credit will recite twice daily.

The summer session offers opportunity for high school students to earn two half units during eight weeks, of six days each. College students may earn a maximum of nine semester hours credit. Teachers may have their grades substituted "in lieu of an examination on any teachers' certificate." Gradutes of high school normal courses do work which will be credited in place of an examination when the time comes to have their certificates renewed.

All work done is standardized and credits earned may be transferred to other high schools and colleges if so desired.

Cafeteria.

The price of board, room, and tuition for the summer session of eight weeks is about $50.00. This price is considerably below the actual expense of attending most other summer schools of the state. Tuition for the term is $12.00. These prices include the lectures and entertainments that form a part of the summer session program.

Courses Offered.

The strong faculty and equipment of Phillips University make it possible to offer any high school or college course for which there is sufficient demand. In addition to these regular courses special review courses in the grades are given to prepare teachers for certificates.

There are classes in Home Economics, Sight Singing, Teaching of Public School Music and Playground Supervision, Agriculture, and other courses of especial value to teachers.

Lectures by Prominent Educators.

One reason for the increased popularity of the Summer School, is the lecture course that is closely linked with the Summer School idea. It is the custom at this time to secure the

services of lecturers and educators of prominence who bring entertainment, instruction, and inspiration to both students and faculty.

Phillips is especially fortunate in having been able to secure for this feature of the Summer Session the services of speakers of wide reputation.

Music.

Mr. Chas. M. Bliss, Dean, College of Music, Mrs. Charles M. Bliss, instructor in piano, Prof. Ray Howard Crittenden, voice, and Prof. Rein Dyksterhuis, violin, Prof. Chas. D. Hahn, piano, and others.

All these teachers belong to the regular teaching staff of the College of Music, and no better opportunity for the study of music can be had in Oklahoma during the summer, than is offered here.

The entire Fine Arts building will be at the disposal of the summer session. This building contains a large, well lighted theory room, with ample blackboard specially ruled for classes in harmony and counterpoint. Cool and well ventilated teaching rooms for private lessons, and practice rooms with pianos for student practice. A two manual pipe organ in the chapel for use at the assembly hour is also a part of the equipment.

Special and Helpful Features.

Talks on Community Music, Musical Appreciation, Recitals and Lecturers on general musical topics will add zest and enthusiasm to the summer's work.

For further information send for special Summer School Bulletin.

University Hospital and Training School

University Hospital and Training School.

GERTRUDE M. FRANKENFELD, R. N., Superintendent, Instructor in Training Department.

ANNA MAY LINDELL, R. N., Anesthetist and X-Ray Expert.

RUBY TAYLOR, R. N., Head Nurse, Instructor in Bed-side Nursing.

LECTURERS.

S. N. MAYBERRY, M. D.
J. R. SWANK, M. D.
GEO. HARTMAN, M. D.
W. H. RHODES, M. D.
A. L. McINNES, M. D.
W. A. AITKEN, M. D.
J. W. BAKER, M. D.
B. T. BITTING, M. D.
L. W. COTTON, M. D.
W. H. McKENZIE, M. D.
G. A. BOYLE, M. D.

For twelve years we have been running in connection with the University, a first class Hospital and Training School.

The Hospital was dedicated March 23, 1908, by the late President Zollars.

This department is the beginning of the contemplated Medical College of the University. It is the intention of the University in the near future to offer the first and second years in medicine, and the management has already negotiated with some of the best institutions of medicine and surgery for the purpose of securing recognition of our first and second year course.

The great advantage of such an arrangement to young men of limited means is manifest, as the University can certainly offer the first two years in medicine at much less expense than can a regular medical college.

University Hospital is a beautiful structure of brick and stone, three stories, had originally thirty-five rooms, and was so constructed that it could be easily enlarged. A small addition has recently been added, and, owing to the rapid growth of the institution, more room is imperative.

The building is modern in every respect, having the hot water system of heating, spacious halls, fine ventilation and plenty of light and sunshine.

It is scientifically equipped and served by a full corps of training nurses. In connection with the University Hospital there is, in successful operation, a training school for nurses.

The past year has been a very successful one for the Hospital, and its usefulness and influence are being extended far and wide.

In the construction and management of the institution no means or pains have been spared to make it strictly first class and today we are proud to say that University Hospital has one of the best hospitals and training schools in the state.

During 1908, the first year, 158 cases were admitted and treated.

During 1918, 911 cases were treated. During 1919, there were above 1,000. The surgical department is complete, with the best equipment.

The rapid growth of the institution requires another building which wil be erected this fall at a cost of $65,000,00.

The University Hospital is regarded as a model hospital. Public inspection is invited.

Training Department.

A regular course of lectures on all branches required by the state law is given.

Diplomas are issued from this department at its regular commencement exercises.

Qualifications for Admission.

For admission to the training school, girls must be in good health, 20 years of age, have common school education plus one year in high school or the equivalent, and good moral character. At the end of sixty days' probation, if found worthy of this vocation she will be retained. All pupils are under the control of the management and every care is taken for their comfort and health.

Arrangements have been made so that nurses can pay their way, so no money is required in order for one to take the Nurses' Course.

Hospital Service and Equipment.

Ambulance. The hospital has an auto ambulance. This ambulance is especialy adapted for bringing in patients from a

long distance in the country, or for transporting those who are too sick to ride on a train. It is equipped with electric heater, reclining chair, or bed.

Everyone who is interested in Phillips University should be interested in the University Hospital and Training School.

We ask the support of all ethical physicians as well as the public at large.

Cases Admitted.

All regular hospital cases are admissable, both surgical and medical, except contagious diseases.

We are prepared to do all X-Ray and Laboratory work. Prices for this work are reasonable.

For further information, address,

S. N. MAYBERRY, Chief Surgeon, Enid, Okla.

General Information

General Information.

EXPENSES.

Tuition and room rent are payable by the term in advance.

Tuition.

For Semester, Eighteen Weeks.

College of Liberal Arts	$30.00
College of The Bible	20.00
School of Education	30.00
High School	25.00

Extension Fees.

College work per semester hour	$3.50

Fees.

For Semester, Eighteen Weeks.

Student Activities, (including gymnasium and tickets to all games, lectures and musicals)	$4.00
General Chemistry	4.00
Advanced Chemistry	5.00
Zoology	3.00
Botany	3.00
Elementary Physics	2.00
Advanced Physics	5.00
Late Enrollment	1.00

Diploma Fees.

College Diplomas	$5.00
University High School	3.00
Certificates	2.00

Living Expenses per Week.

Board, at University Dining Hall Cafeteria	$2.50 to $4.00
Board, private homes	$4.00 to 6.00
Rooms, in private homes	.75 to 1.50
Rooms in Ladies' Home, per semester	20.00

COLLEGE OF MUSIC.

SEMESTER.

Professors Crittenden, Hahn, Dyksterhuis.

Voice—Two-30 minute lessons per week	$80.00
" One-30 minute lesson per week	45.00
Piano—Two-30 minute lessons per week	80.00
" One-30 minute lesson per week	45.00
Violin—Two-30 minute lessons per week	72.00
" One-30 minute lesson per week	40.00

Other Instructors.

Voice—Two-30 minute lessons per week	45.00
" One-30 minute lesson per week	27.00
" Two-30 minute lessons per week	36.00
" One-30 minute lesson per week	20.00
Piano—Two-30 minute lessons per week	45.00
" One-30 minute lesson per week	27.00
" Two-30 minute lessons per week	36.00
" One-30 minute lesson per week	20.00

Organ With Miss Crosby.

Two-30 minute lesson per week per semester	$54.00
One-30 minute lesson per week per semester	30.00

Theory of Music.
Per Semester.

Ear Training and Terminology	Free
Harmony (2 lessons per week) in classes	$12.00
Counterpoint (in class, 2 lessons per week)	15.00
Pedadgogy, in classes	Free
Form and Analysis, in class (2 lessons per week)	12.00
Form and Analysis, in class (1 lesson per week)	6.00
Acoustics, in class (1 lesson per week)	6.00
Composition, 3 in class (2 lessons per week)	24.00
Canon and Fugue, in class (2 hours per week)	15.00
History of Music, in class (2 lessons per week)	12.00
Interpretation, in class	Free
Instrumentation (in class, 2 hours per week)	15.00
Sight Singing	Free

Rent of Pipe Organ, 1 hour per day 15.00
Rent of Piano, 1 hour per day 4.50
Rent of Piano, each additional hour 4.00

Those desiring to bring their own piano for practice may arrange for a practice room under direction of the Dean.

Coaching in Fine Arts.

Students of the Fine Arts Department, musicians whose duties preclude enrolling for a full semester and others preparing to render either vocal or instrumental numbers or readings desiring to be coached by members of the faculty, may, under certain conditions, receive instruction under the heads of the departments on a basis of $2.50 per single lesson.

Reductions.

Ten per cent reduction is given on all theoretical work carried in excess of amount required for a regular course.

Students taking double work in one of the special schools, of Music, Art or Oratory, will receive 10 per cent discount. Students taking full time in a special school are given two subjects free in the High School, College of the Bible, or College of Liberal Arts. No reductions to students taking one special and a literary course.

Art Semester.

Two lessons, (3 hours each), per week in pastel, water color and crayon $25.00
Two lessons, (3 hours each), per week in oil painting (out of door landscape painting and charcoal drawing from casts, and poster work 25.00
Two lessons, (3 hours each), per week in china painting with firing, free 30.00

ORATORY AND EXPRESSION.
Professor Oberg.

Junior Year.

Class tuition per semester $90.00

Senior Year.

Class tuition per semester $100.00

Two-30 minute private lessons per week semester ------ 72.00
One-30 minute private lesson per week per semester ---- 40.00

Rooms For Women.

The Dean of Women, Miss Edith Boulware, recently Dean in Ward-Belmont Woman's College, will have general supervision of all the women of the school and will counsel with them in any matter concerning their welfare.

Except in special cases as the President may approve all non-resident young women are required to room in the Ladies' Home, where they will be under the special care of the Dean of Women. If the hall will not accommodate all of the young women, arrangements will be made for rooms in private residences, where several can room together. Permission may be given for them to room with relatives or in private homes for purposes of self-board.

Girls will not be permitted to move out of the hall except on permission of their parents and the President. Removal from the dormitory does not take away the necessary restrictions governing young women away from home.

Young men and young women must room in separate homes.

Ladies rooming in the hall should provide themselves with their own rugs, curtains, sheets, pillow cases, blankets, comforts, towels, table napkins, napkin ring, a hot water bottle, and a supply of simple medicines; also a knife, fork, spoon and glass to be used in their room in case of sickness.

Rooms should be engaged in advance. A deposit of $3.00 must be made at the time of reservation. This sum will be credited on the first payment made for the room. Two girls occupy each room for which each pays $20.00 per semester.

Rooms for Gentlemen.

Young men will be permitted to select their own rooming place, subject to the approval of the faculty. Good rooms can be had in private homes near the University from 75 cents to $1.50 per week.

BOARD.

Meals are served in the dining room of the Ladies' Home to both men and women in cafeteria. Average cost per week is from $2.50 to $4.00.

Board may be had in private homes for $4.50 to $6.00 per week.

All women rooming in the Hall are required to take their meals there except otherwise arranged with the Dean of Women.

Refund.

No monies paid for tuition or room and board will be refunded after the first week. In case of extreme illness a due bill for the unused amount will be issued, which entitles the student to its use in subsequent semesters.

Location.

Enid, the County Seat of Garfield County, is an ideal College City. It has a population of more than 20,000, being about equal to that of Ann Arbor, Michigan, the seat of that State's University. It is the greatest railroad center in Oklahoma, having ten railway outlets.

The people of Enid are intelligent and progressive citizens who appreciate learning and culture. The recent discovery of rich pools of oil near is making the city wealthy. It is surrounded by the most prolific wheat region in the state.

Enid has the distinction of having Government Springs. Seven varieties of water flow from the earth in the Government Park, a beautiful resting place in the limits of the city. The city is supplied with an abundance of clear, healthful water. Chemical analysis gives it first rank in healthfulness. It is brought to the surface from unfailing wells. No contamination from alkali or vegetable matter affects it. No city of its size has a record of greater healthfulness.

How to Reach Enid.

Enid has ten railroads radiating in all directions. Students can reach the city over the Rock Island, Santa Fe or Frisco Railroads from all points in the middle Southwest.

An Airplane Station.

Les than a quarter of a mile east of the University is the Enid Airplane Station. Two hangars have been erected and a landing field prepared. An airplane for mail and traffic service has been established between Wichita, Oklahoma City, Fort Sill and Dallas. Enid is the relay station on the route with the University in full view.

Time to Enter.

The best time to enter Phillips University is at the beginning of the semester or as near the beginning as possible. Students may, however, enter at other times, but it will be attended with disadvantages.

Late Enrollment.

An additional fee of one dollar will be charged those who enroll after the regular enrollment. This fee for late enrollment does not apply to students matriculating in the University for the first time.

Enrollment Procedure.

1. Application for enrollment will be made at the registrar's office where a blank enrollment card will be issued.
2. Certified credentials signed by the superintendent or principal of school previously attended, enumerating all subjects for which entrance credit is sought indicating the time devoted to each subject, must be presented to the dean or principal for classification. Any claim for advanced standing must be made at this time, but no advanced credit will be given for work taken in high school without examination. Students coming from other colleges must present evidence of honorable dismissal.
3. A course of study is selected with the advice of teachers and presented to the dean or principal for approval.

Students previously enrolled must complete or make satisfactory arrangements to complete the work of the previous semester before beginning the work of a subsequent semester.

4. The classification card is returned to the registrar's office where all fees must be paid.

Amount of Work.

Fifteen hours of recitation per week will keep the average student busy. If additional work is taken by the consent of the classification committee it must be dropped, if the student's work proves unsatisfactory.

Leaving or Entering Classes.

Large liberty is allowed students in the selection of studies, but no student is permitted to enter or leave classes without the consent of his dean or principal. Any course dropped after the first month of the semester will be reported as failed.

Chapel Attendance.

Students are required to attend chapel. The time spent in chapel is of great value and the earnest student will feel that he cannot afford to miss the advantage to be gained.

Regularity in Attendance.

Students should make it the rule of their school life to be regular in attendance at recitations and all the required exercises of the school. Irregularity makes satisfactory progress impossible. The missing of even a few recitations detracts seriously from the student's standing.

Discipline.

Discipline proceeds upon the assumption that the administration is dealing with gentlemen and ladies who are actuated by high motives and lofty ideals. Students are not treated as children, but rather as young men and women who are responsible in large measure for their own conduct. They are not burdened with many rules, but are expected each one to be a law unto himself, because he has arrived at that age when he is governed on the high ground of principle. The few regulations adopted are intended chiefly as reminders of matters of propriety that grow out of our community life as a University, that might otherwise be overlooked even by well-meaning students.

Examinations.

All students are required to take the examinations or tests that come during the last week of each semester, and those receiving a satisfactory grade will be passed. Those who, in the judgment of the instructor, should have passed, may be marked conditioned and be permitted to take a second examination.

Private Examinations.

Students who may, for any reason, fail to complete the work of a term in any study, may at the option of the teacher, secure a private examination upon presentation of the registrar's receipt for payment of the one dollar examination fee.

Removing Conditions.

All conditions must be removed by elimination or otherwise, on or before the beginning of the first semester of the following year; otherwise they will be marked failures.

Credits Needed for Classification.

For Freshman ranking, 15 high school units.
For Sophomore ranking, 24 semester hours.
For Junior ranking, 56 semester hours.
For Senior ranking, 90 semester hours.
For Graduation, 124 semester hours.

Graduation and Diplomas.

All candidates for graduation must make formal application, accompanied by the graduation fee at the time of their enrollment for their last semester's work. It must be endorsed by each dean or principal in whose department conditions for graduation are to be satisfied, naming all courses still required to be completed before graduation

The graduation of any of the colleges and schools receive the University diploma upon the payment of the prescribed diploma fees.

Special certificates are granted to those completing regularly formulated shorter courses.

Non-faculty Instruction.

In order to retain standing and secure credits or degrees, students enrolled in the University must take their training in the departments and courses offered by the institution.

Residence Defined.

One year of residence is required for all degrees. Not less than 30 semester hours credit exclusive of physical training should be earned in this time. Regularly this requires two semesters attendance; but one semester and two summer terms will satisfy the residence requirement.

ORGANIZATION.

All organizations of students attending Phillips University must have their charters, constitution and by-laws approved by the faculty, president, and board of trustees.

(1). **The Churches of Enid.** Enid is well supplied with churches. Nearly all of the leading Christian bodies are represented.

(2). **Student Volunteer Band.** The University should inculcate the Missionary spirit. We have a number of young men and women who are preparing themselves for service in the foreign field. They have organized a "Student Volunteer Band," and hold regular meetings for the purpose of deepening their interest in the work.

(3). **Mission Study.** A large class in Mission Study is maintained here. The various foreign fields are studied and discussed. During the coming year the work will be continued under a competent leader.

A good missionary library is being rapidly built up. It receives substantial additions every year.

A good start has been made toward a missionary museum. Idols, curios, etc., from Africa, Japan and other countries have already been received.

Friends of Missions are solicited to present books and curios to Phillips University, as good use will be made of them by the Mission Study Class.

(4). Y. M. C. A. and Y. W. C. A. The University has provided quarters for these organizations. Large beautiful rooms have been placed at their disposal for their exclusive use. These rooms are in the Library Building.

We place a high estimate on the work of the Y. M. C. A. and the Y. W. C. A. This work is undenominational in character. Its object is to promote spiritual growth and earnest consistent Christian life. Bible class work is especially valuable.

(5). Ministerial Association. A ministerial association composed of students preparing for the ministry has been formed. Much can be accomplished by discussing themes relating to church work, delivering sermons and writing papers on practical church problems. All ministerial students must become members of this organization which labors for the mutual welfare of its members. The fee is 50c. a year.

(6). The University Band. A band has been organized and is doing good work. New students who own instruments are requested to bring them when they enter the University. Prof. Hahn will train the band to a high standard of efficient,

(7). Literary Societies. There are two Literary Societies organized and doing regular work. Good programs, literary and musical, are given each Monday evening. The societies seek to broaden the interests of students and promote college spirit; to give practical experience in public speaking and general literary work. Any student may join one of these societies.

Expenses at a Minimum.

This educational enterprise is in no sense a money-making scheme. It is benevolent and philanthropic in the finest sense. To this end the expenses are kept to the lowest possible point. Until the institution is fully endowed tuition in all departments must necessarily be charged, but it is made as low as possible and does not exceed aggregate of fees in state institutions.

We believe a student who is willing to economize can go cheaper here than to the average state school. Our cafeteria form of boarding saves more than the average cost of tuition and our students are free from the expenses incidental to school clubs, fraternities and sororities to which students in most state schools are subject.

Spending Money.

Students need very little money beyond what is required for tuition, board and books. Many parents make a serious mistake in this matter. Inexperienced boys and girls are poor judges of the amount of money they ought to spend and some fritter away considerable sums in worse than needless ways. The less money students have to spend above needs the better off they are at school.

Advantages for Self-Supporting Students.

Object.—The primary object of this department is to open the door of opportunity to a deserving class of young people who have been deprived of the privilege of education by lack of funds. The distribution of this work and the securing of jobs are in the hands of a competent committee.

There is no more desirable class of students than the young men and women who are ambitious for an education, and who have to depend upon themselves to secure it. They go to school, not because they are sent, but because it is their desire to do so, and they know the value of time. It is the policy of Phillips University to assist in every way possible this worthy class of young people. We are glad to announce the following possibilities open to self-supporting students.

Prizes.

Friends of Phillips University annually offer prizes to stimulate the physical, literary and character qualities of our students.

The Athletic Association of Phillips gives annually sweaters, letters, a gold engraved foot ball to the members of the foot ball team and other appropriate insignia for physical culture.

(1). To the male student with best all equipment and character, Charles A. Harmon offers $25.00.

(2). To the best all around woman student. Mrs. Helen Harmon offers $25.00.

(3). To the best debater, male or female, in the College

courses, Mr. W. R. Lence offers $25.00.

(4). To the best prepared student in the Department of Home Economics, Mr. F. B. Buzzard offers $25.00.

(5). To the student showing greatest progress in voice culture, Mr. A. H. Foulks offers $25.00.

(6). To the child showing greatest progress under the Dunning system, Mr. C. W. Goltry offers $25.00.

(7). To the student, male or female, showing the greatest progress during the present year in Sociology, Attorney J. A. Lee offers $25.00.

(8). To the two members of the Varsity football squad who are absent the least number of times during the first semester of the school year, Messrs. J. H. Shaw and Harry O. Glasser offer $30.00 and $20.00 respectively.

(9). To the best girl debater in College, Dr. L. H. Tourtellot offers $25.00.

(10). To the best girl debater in Phillips High School, the Reliable Furniture Co., offers $25.00.

(11). To the best boy debater in Phillips High School, the Hub Art Co. offers $25.00 worth of any articles in their store.

(12). To the student attaining the best record for the year in Plane Geometry, Armstrong-Mathews Music Co., offers $25.00.

(13). To the student attaining the best record for the year in the Journalistic Department, the Enid Daily News offers $25.00

14). To college students, Mr. E. H. Naylor offers the following prize of $50.00, divided into three prizes: "American Patriotism," 1500 words, the winner of the first rank is to get $25.00; second, $15.00; third, $10.00. The winner of the first prize must present his oration at a chapel within one week after the judges declare his rank.

(15). To High School students, only, Mr. S. C. Campbell offers a prize of $25.00, divided into two prizes as follows: The winner of the first prize on the essay "Building Enid Beautiful, How and Why," $15.00; second, $10.00.

(16). To the young ladies in the dormitory whose rooms are free from defacement or marrings, whose neatness and cleanliness of condition and order of room are the best (this requires personal cleanliness and willingness to meet the requirements of classes and social functions, general courtesy and good will manifested among the dormitory students). Mrs. Frank Buzzard offers a prize of $25.00, divided into five prizes: first, $7.50; second, $6.00; third, $5.00; fourth, $4.00; fifth, $2.50.

Bureau of Recommendation.

A Bureau of Recommendations for the purpose of locating

Phillips students in desirable positions is maintained. More calls for teachers than can be supplied come to Phillips University.

Debate.

Phillips University easily leads the State of Oklahoma in debating contests. Of the twelve debates with other institutions our teams won nine. Six Cup Debates have been held, and Phillips won all. Great interest is manifested in these contests. Phillips is a member of a Pentangular Inter-collegiate Debate Association holding annual debates.

The Slate.

A publication by and for the students of the University is published weekly throughout the school year. This is a highly creditable publication and deserves wide circulation. Subscription, $1.25 per year.

Athletics.

Believing that physical exercise is essential to mental development and that healthful sports tend to increase college loyalty, the teachers of the University at all times encourage students to participate in college sports and exercises for the purpose of building up the physical man. The young women have daily exercise. The young men have organized an athletic association, and much interest is being taken in outdoor sports.

Morals.

It is not an uncommon thing for a student to retrograde morally while he advances intellectually. We make it our business to care for the character of students as well as for their instruction in a literary way. The aim is to guard the morals of students by wholesome advice, wise counsel and by throwing around them proper restraints. All students are urged to attend church and Sunday School on Sunday. The place of worship is left to the parents or student.

Aristocracy of Merit.

In the University the rich and poor meet together on a common level. Character and conduct, not clothes and money, determine the student's standing. The self-suporting student holds as high a place in the esteem of his fellows as the one who is lifted above the necessity of physical labor while in college. The management discourages class spirit and makes the University cosmopolitan in its social temper.

Student Employment.

A number of student janitors are assigned to the various buildings. Helpers in the dining hall are needed. The business men of Enid offer both regular and irregular jobs to students of Phillips University from which they obtain sufficient remuneration to support themselves wholly or in part while in school.

ENDOWMENT AND OTHER FINANCIAL ASSISTANCE.

(1). Endowment a Necessity. There is no institution of higher learning that can run permanently and successfully without endowment. Normal schools or institutions that appeal to a very large constituency and offer but a limited range of study can be supported on tuition. But for a college or university to be thus supported is manifestly impossible. The character and size of faculty required, the costly equipment necessary, and the wide field of elective study that must be offered in this day make the expenses so great that they cannot be met by tuition fees without lifting education out of reach of four-fifths of the young people of our country. An endowment or its equivalent in some form must consequently be provided.

Friends of this work will feel that an obligation rests upon them to place the school upon a solid basis, giving it an income from endowment sources adequate to meet its requirements. Every friend of education in the great Southwest should count it a joy to have fellowship in such a work as this. A like opportunity for investing money for the Lord's work has seldom been offered.

(2). Needs of the University. The income from permanent endowments is not yet sufficient to bear the current expenses. Besides, the needs of the University are increasing every year. Before the school can adequately meet these opportunities and demands that are falling to it, its permanent endowment must be very materially increased. This endowment can be built only by the beneficence of the friends of the school.

Bequest of Personal Property.

(To be inserted in a will of legal form).

I, give, grant and bequeath unto Phillips University, located in the County of Garfield, in the State of Oklahoma, the sum of _____Dollars (in money) or (if not in money)the following described personal proerty, to-wit: (insert description) to be managed and controlled by the trustees or other legal custodians of the funds of said University.

Devise of Real Estate.
(To be inserted in a will of legal form).

I, give, will and devise unto Phillips University, located in the County of Garfield, in the State of Oklahoma, the following described real estate, to-wit: (insert description) with all the rights and appurtenances therein belonging, to have and to hold the same forever, with the right to control, sell, convey or otherwise dispose of the same as the trustees or other legal custodians of the University may see fit.

(3). Help for Our Library. The attention of friends of education who would like to see high grade work continued in Phillips University is directed to the opportunity offered of doing a most valuable thing for hundreds of worthy young men and women by making a liberal donation to the library fund of the school. It is hard to see how a few hundred thousand dollars could be invested to better advantage.

What People of Large Means Can Do.

Do you ask what you can do in a financial way to help this great work?

Perhaps the following enumeration may suggest the answer. You can do one or more of the following things:

(1). Give a large sum for permanent endowment. Every friend of the school should have a part.
(2). Adopt the library as your special work.
(3). Establish one or more of the laboratories.
(4). Erect a building for the High School.
(5). Erect a Science Building.
(6). Erect a second Home for Girls.
(7). Erect a Home for Men.
(8). Endow a "Named Chair" by giving a sum of money, the interest from which will pay some teacher's salary.

What People of Limited Means Can Do.

(1). Give a small sum for permanent endowment.
(2). Give some of your time in some helpful form of work.
(3). Be one of a large number to give in sums ranging from $5 to $100 per year.

What Everyone Can Do.

(1). Encourage your church to make an annual offering to the work.
(2). Urge your church to observe education day every year, preach a sermon on education.

(3). Send your young people to Phillips University.
(4). Occasionally visit the school and kindle your enthusiasm by seeing the work in progress.
(5.) Distribute the literature that may be sent to you from time to time.
(6). Send in lists of names of prospective students.
(7). Speak good words for the school and pray earnestly and constantly for God's blessing upon it.

Entreaty.

We entreat you by the mercy of God and the love of your fellow men, do not let a year go by without doing something for this great work.

Prayer.

"May the beauty of the Lord our God be upon us, and establish Thou the work of our hands upon us; yea, the work of our hands establish Thou it."

GROWTH OF PHILLIPS.

Enrollment 1915-16	416
Enrollment 1916-17	622
Enrollment 1917-18	814
Enrollment 1918-19	1015
*Enrollment 1919-20	1135

*Up to March 15.

Register of Students.

The College of Arts and Science, Bible, and School of Education.

GRADUATE STUDENTS.

Babb, Joe R. (A. B., Phillips, 1919) ---------- Oklahoma
Cochran, Lee, (A. B., Culver-Stockton 1917) ---------- Oklahoma
Griffis, Ira W., (A. B., Phillips, 1918) ---------- Oklahoma
Johnson, T. H., (A. B., Phillips, 1919) ---------- Tennessee
McLaughlin, Thomas O., (A. B., Phillips, 1916) ---------- England
Parkinson, Helen, (A. B., Phillips, 1919) ---------- Oklahoma
Six, Ray, (A. B., University of Oklahoma, 1919) ---------- Oklahoma

SENIORS.

Allen, Harmon F. ---------- Oklahoma
Anderson, Marie ---------- Kansas
Andress, Gladys W. ---------- Kansas
Arendell, J. E. ---------- Oklahoma
Armantrout, Gertrude ---------- Kansas
Brentnall, Mable ---------- Oklahoma
Campbell, Charles, ---------- Oklahoma
Carter, Lilias May ---------- California
Cline, Harry Byrd ---------- Oklahoma
Crosno, Clara May ---------- Oklahoma
Cullum, Mae ---------- Kansas
DeBusk, Kelly ---------- Oklahoma
Evans, Winona ---------- Oklahoma
Gasaway, Otta ---------- Oklahoma
Gay, Katie B. ---------- Kansas
Gibble, Gladys Lumpkin ---------- Oklahoma
Harmsworth, Charles F., ---------- Colorado
Huntington, Hazel ---------- Oklahoma
Jacobs, Verilda ---------- Oklahoma
Johnson, Lloyd ---------- Oklahoma
Lamb, Jefferson D. Hoy ---------- China
Lancaster, Noble L. ---------- Kansas
Manley, O. Page ---------- Oklahoma
Morse, Justin Russell ---------- Oklahoma
Nietert, Clara ---------- Oklahoma
Rogers, Esther ---------- Oklahoma
Runyan, J. Wesley ---------- Arkansas
Schriver, Kathryn ---------- Oklahoma
Shirley, Otto ---------- Oklahoma

Snawder, Leona ---------- Oklahoma
Strauss, Arthur ---------- Oklahoma
Thiessen, Jacob ---------- Oklahoma
Tremaine, Stella ---------- Kansas
Thompson, Marion ---------- Oklahoma
Ulmer, James G. ---------- S. Carolina
Wilcox, Luke ---------- Oklahoma
Wilke, Louis G. ---------- Oklahoma

JUNIORS.

Babb, Ethel Mae ---------- Oklahoma
Ballard, Ray ---------- Oklahoma
Blasdel, Cassandra ---------- Oklahoma
Bradburry, Alvis Serwyn ---------- Oklahoma
Brentnall, Blanche ---------- Oklahoma
Bridges, Minnie ---------- Oklahoma
Brown, Zaida ---------- Oklahoma
Butler, S. F. ---------- Kansas
Cooper, Emelene ---------- Oklahoma
Corder, Bethel ---------- Missouri
Cox, Opal J. ---------- Oklahoma
Crews, Ralph ---------- Oklahoma
Ely, Gladys Dott ---------- Oklahoma
Ferguson, W. Reid ---------- Kansas
Gibble, William R. ---------- Oklahoma
Gordon, D. C, ---------- Mississippi
Hanberry, John S. ---------- Oklahoma
Harris, F. W. ---------- Oklahoma
Hazel, Edward Vivian ---------- Oklahoma
Hedges, Arthur Alden ---------- Kansas
Helema, Florel ---------- Oklahoma
Hilderbrand, Roy R. ---------- Wyoming
Hollenbeck, Myrrl Edwin ---------- Kansas
Jordan, Lewis D. ---------- Oklahoma
Kengle, George L. ---------- Oklahoma
McCash, Allegra Ruth ---------- Oklahoma
McConley, Eugene ---------- Kansas
Mitchell, Earl F. ---------- Iowa
Parks, Jessie Livingston ---------- Oklahoma
Prather, Alice ---------- Kentucky
Prather, Mary ---------- Kentucky
Perry, Georgia ---------- Tennessee
Releford, J. Lee ---------- Kansas
Ratcliffe, Cleo ---------- Iowa
Pigdon, Frances E. ---------- Oklahoma
Scott, John Jackman ---------- Ohio
Smoot, Maxine ---------- Oklahoma

Stockburger, Ethel ---------- Ohio
Tandy, Ruth Elizabeth ---------- Kansas
Towel, William R. ---------- Oklahoma
Voth, George A. ---------- Oklahoma
Webber, Margaret Esther ---------- Oklahoma
Wiggins, Lois Mary ---------- Arkansas
Willis, Mable ---------- Oklahoma
Word, James Alexander ---------- Tennessee

SOPHOMORES.

Alloway, Helen Aurora ---------- Oklahoma
Alloway, Eanid, ---------- Oklahoma
Ames, Ray Enos, ---------- Ohio
Anderson, Alfred Walter ---------- Kansas
Andre, Phyllis ---------- Oklahoma
Ashby, Nelle ---------- Colorado
Barr, Harry Lee ---------- Kansas
Beach, Epta ---------- Colorado
Becker, Joe ---------- Oklahoma
Blasdel, Cassandra ---------- Oklahoma
Branham, Reah Belle ---------- Oklahoma
Brinker, Helen ---------- Oklahoma
Bogard, Geneva ---------- Oklahoma
Bolenbaugh, Floy L. ---------- Oklahoma
Burright, Blanche ---------- Oklahoma
Buchanan, Hazel W. ---------- Oklahoma
Brown, Faye ---------- Oklahoma
Bruce, William F. ---------- Kansas
Butler, Irice ---------- Kansas
Callahan, Beryl ---------- Oklahoma
Cleveland, Rex D. ---------- Oklahoma
Cooper, Verna Marie ---------- Oklahoma
Cook, Florence ---------- Kansas
Corbin, Evelyn ---------- Kansas
Dreher, Esther ---------- Oklahoma
Davis, Frank G. ---------- Oklahoma
Evans, Emmett B. ---------- Oklahoma
Featherstone, Maude ---------- Oklahoma
Glass, Helen ---------- Oklahoma
Goforth, Nola ---------- Oklahoma
Hearn, Rachel ---------- Oklahoma
Hargis, Leona ---------- Oklahoma
Harris, Paul ---------- Oklahoma
Hedgecock, Ruth Faye ---------- Oklahoma
Hildebrand, Mollie ---------- Wyoming
Horne, Sam H., Jr. ---------- Oklahoma

Howenstein, Thelma ---------- Oklahoma
Hughes, Cornelia ---------- Oklahoma
Humphries, Juanita ---------- Oklahoma
Inlow, Willa Maude ---------- Oklahoma
Keller, Fred ---------- Kansas
Kindred, Helene ---------- Oklahoma
Lemon, Oma Jack ---------- Oklahoma
Lennen, Elinor ---------- Kansas
Lincoln, Martha Louise ---------- Oklahoma
McCullock, Madge ---------- Oklahoma
McCullock, Quilla ---------- Oklahoma
Mellick, Leslie ---------- Oklahoma
Michael, Edgar ---------- Oklahoma
Miller, Harry ---------- Oklahoma
Moore, Grace ---------- Oklahoma
Moore, William ---------- Kansas
Morgan, Carl ---------- Kansas
Obuck, William A. ---------- Oklahoma
Robison, Marcile ---------- Kansas
Roby, Douglas ---------- Michigan
Ryan, Mary ---------- Oklahoma
Samples, Marea ---------- Kansas
Samples, Verla ---------- Kansas
Schneider, Harold ---------- Michigan
Selby, Bruce ---------- Oklahoma
Shelton, Orman ---------- Kansas
Shideler, Clotene ---------- Oklahoma
Smith, Quay E. ---------- Oklahoma
Spencer, Lloyd W. ---------- Oklahoma
States, Grace ---------- Oklahoma
Sutherland, Mary Emma ---------- Kansas
Thom, Gertrude ---------- Kansas
Tillotson, Harold, ---------- Kansas
Tyler, Beulah ---------- Oklahoma
Wahl, Chester Allen ---------- Oklahoma
Wilkins, John ---------- Oklahoma
Watson, Maxine ---------- Oklahoma
Welty, Otto R. ---------- Oklahoma
Williams, Jay ---------- Kansas
Wilson, Delpha ---------- Oklahoma
Wood, Gladys ---------- Oklahoma
Young Cura Grace ---------- Oklahoma

FRESHMEN.

Andrews, Don ---------- Oklahoma
Ames, Mary ---------- Ohio

Andrews, Clyde ---------- Oklahoma
Anglemeyer, S. H. ---------- Oklahoma
Arnold, Irene M. ---------- S. Dakota
Askins, Lottie ---------- Oklahoma
Bacon, Luella ---------- Kansas
Beatty, Beatrice ---------- Missouri
Bancroft, Lydia ---------- Oklahoma
Beard, Elva Pearl ---------- Oklahoma
Beck, Ethel ---------- Oklahoma
Babb, Russell ---------- Oklahoma
Beck, Mildred ---------- Oklahoma
Belveal, Frances Ida ---------- Oklahoma
Belveal, Golda ---------- Oklahoma
Beese, Sylvia ---------- Oklahoma
Beese, Viola Carolyn ---------- Oklahoma
Bell, Helen Marie ---------- Oklahoma
Bird, Joe ---------- Oklahoma
Bird, Lottabel ---------- Oklahoma
Bird, Josephine ---------- Oklahoma
Blaky, James ---------- Kansas
Blumenthal, Aby ---------- Oklahoma
Boll, Anna ---------- Oklahoma
Bodine, Estelle Hazel ---------- Oklahoma
Bossler, Helen ---------- Oklahoma
Brain, Phillip ---------- Oklahoma
Brooks Mellie ---------- Oklahoma
Brownback, Roy ---------- Oklahoma
Browning, Mildred ---------- Oklahoma
Bunker, Georgiana ---------- Oklahoma
Burgin, Maude ---------- Oklahoma
Butler, Eva ---------- Oklahoma
Butler, Lazey ---------- Oklahoma
Calloway, Gifford ---------- Oklahoma
Campbell, Helen Evelyn ---------- Oklahoma
Campbell, Mildred ---------- Oklahoma
Carrier Dott ---------- Oklahoma
Carter, J. Wilfred ---------- Oklahoma
Carter, Olive ---------- Oklahoma
Carter, Willard N. ---------- Oklahoma
Clause, Emma Lillian ---------- Oklahoma
Clutter, Glenn ---------- Oklahoma
Cole, Luther ---------- Oklahoma
Combs, Gay ---------- Oklahoma
Combs, Myrtle ---------- Oklahoma
Conklin, Clarence ---------- Oklahoma
Coulter, Clementine ---------- Oklahoma
Courtney, Arthur ---------- Kansas

Crider, Sarah Blanche ---------- Oklahoma
Cromwell, Mary Lee ---------- Oklahoma
Crossley, May Lucy ---------- Oklahoma
Davis, Hortense ---------- Oklahoma
DeBusk, Mary ---------- Oklahoma
Denker, Thomas ---------- Oklahoma
Dillon, Florence Pauline ---------- Oklahoma
Doane, Chester ---------- Oklahoma
Douglas, Robert L. ---------- Oklahoma
Dowell, Lelia Marie ---------- Oklahoma
Downs, Gertrude ---------- Ohio
Downs, Lucie ---------- Ohio
Driscoll, Blanche ---------- Oklahoma
Drummond, Bessie Edith ---------- Oklahoma
Duncan, Max B. ---------- Pennsylvania
Earle, Esther ---------- Oklahoma
Evans, Colis Cleo ---------- Oklahoma
Fairchild, Mary ---------- Oklahoma
Farguson, Irene ---------- Oklahoma
Feuquay, Gertrude ---------- Oklahoma
Floyd, Edna ---------- Oklahoma
Foster, Clara ---------- Oklahoma
Francisco, Mildred ---------- Oklahoma
Frantz, Alice ---------- Oklahoma
Geeslin, Ernest ---------- Oklahoma
Geeslin, Merle ---------- Oklahoma
Gentry, Charles ---------- Oklahoma
Gessner, Benjamin ---------- Pennsylvania
Gessner, Ina ---------- Pennsylvania
Gill, Agnes ---------- Oklahoma
Giltner, Mildred Marice ---------- Oklahoma
Glass, Ruth ---------- Oklahoma
Grassfield, John ---------- Oklahoma
Gray, Stella E. ---------- Oklahoma
Green, Theodore ---------- Oklahoma
Gilpin, Minnie ---------- Oklahoma
Goddard, Cranston E. ---------- Washington
Goddard, Pearl ---------- Oklahoma
Goode, Earl ---------- Oklahoma
Griffin, Grant ---------- Kansas
Griffis, Veda ---------- Oklahoma
Harmon, Fern ---------- Oklahoma
Harris, Thelma Catherine ---------- Oklahoma
Hardy, Maude Ellen ---------- Oklahoma
Hartman, Georgia ---------- Oklahoma
Hasbrook, Nathan ---------- Oklahoma
Haynes, Margaret ---------- Oklahoma

Hedgecock, Elvira Ruth ---------- Oklahoma
Hieronymus, Cora ---------- Oklahoma
Hittle, M. Fay ---------- Oklahoma
Hollenbeck, Rosa ---------- Kansas
Huddleson, Jessie Wood ---------- Oklahoma
Hughes, Thelma ---------- Oklahoma
Hunter, Doris ---------- Oklahoma
Hunter, Irene ---------- Oklahoma
Hurst, Maurice ---------- Oklahoma
Hutchinson, Cora Leota ---------- Oklahoma
Hutchinson, George ---------- Oklahoma
Immell, G. Lois ---------- Oklahoma
Isbell, Ruby ---------- Oklahoma
Jones, Freida ---------- Wyoming
Kaiser, Jessie ---------- Oklahoma
Keller, William ---------- Kansas
Kneeland, Mary ---------- Oklahoma
King, Bessie B. ---------- Oklahoma
Kunkel, Blanche ---------- Oklahoma
Kurtz, Theodore ---------- Michigan
Latchaw, F. G. ---------- Oklahoma
Lawrence, Carl ---------- Oklahoma
Le Bar, Charles ---------- Oklahoma
Lee, Doris ---------- Oklahoma
Lee, Mary ---------- Oklahoma
Lindsay, Ruth ---------- Oklahoma
Lockwood, Olga ---------- Oklahoma
Mandeville, George ---------- Oklahoma
Marshall, Valeria ---------- Oklahoma
McCune, Vesta ---------- Oklahoma
McGeehee, Harney ---------- Oklahoma
McIntosh, Lillie Kate ---------- Texas
MacInnis, Margaret ---------- Oklahoma
Matson, Macella ---------- Oklahoma
Meek, Hazel Harriett ---------- Kansas
Meek, Hazel Lee ---------- Oklahoma
Messer, Evelyn ---------- Oklahoma
Metscher, Alfred J. ---------- Oklahoma
Michael, James ---------- Oklahoma
Milan, Joe ---------- Oklahoma
Millard, Madge ---------- Oklahoma
Miller, Agatha ---------- Kansas
Miller, Audra Delight ---------- Oklahoma
Miller, Beulah ---------- Oklahoma
Milligan, Lester ---------- Oklahoma
Mixon, Helen ---------- Oklahoma
Monnett, Rachel ---------- Oklahoma

Moon, Florence ---------- Oklahoma
Morrish, Eva ---------- Oklahoma
Mount, Glenna ---------- Oklahoma
Muns, Garda B. ---------- Oklahoma
Murray, Lela ---------- Oklahoma
Neal, Marie F. ---------- Oklahoma
Newton, Marie ---------- Oklahoma
Norris, Charles ---------- Oklahoma
Oblander, George E. ---------- Switzerland
Obrate, Mary ---------- Oklahoma
Olmstead, Nina MaNile ---------- Oklahoma
*Orr, Julia Frances ---------- Oklahoma
Owens, Stephen ---------- Oklahoma
Parr, De Lores ---------- Oklahoma
Payne, Callie M. ---------- Oklahoma
Perry, Lloyd ---------- Tennessee
Placke, Wm. Christian ---------- Oklahoma
Pitman, Fannie A. ---------- Oklahoma
Poole, Vance ---------- Oklahoma
Porter, Rosa Marie ---------- Oklahoma
Porter, Roxa ---------- Oklahoma
Probst, Bert ---------- Kansas
Radcliff, Dorothy ---------- Oklahoma
Rankin, Edith ---------- California
Reed, Effe K. ---------- Kansas
Reger, Nell ---------- Oklahoma
Richards, Howard ---------- Oklahoma
Riley, Reva ---------- Oklahoma
Riley, Eunice ---------- Oklahoma
Roberts, Iva ---------- Oklahoma
Robinson, Laura Helene ---------- Oklahoma
Russell, Oliver ---------- Oklahoma
Semke, Freda ---------- Oklahoma
Shades, Maysie A. ---------- Oklahoma
Schwimmer, Harry ---------- Illinois
Scott, Ivan ---------- Oklahoma
Seely, Lois, ---------- Kansas
Shane, Bessie ---------- Oklahoma
Shanks, Nellie ---------- Oklahoma
Shaw, Caribel ---------- Oklahoma
Sheets, Inez ---------- Oklahoma
Shelton, Everett ---------- Kansas
Shelton, Ruby Ethel ---------- Kansas
Shiflett, Isabel ---------- Oklahoma
Shimeall, Marian ---------- Kansas

*Deceased.

Smith, Clarence ---------- Kansas
Smith, Daisy L. ---------- Oklahoma
Smith, Gladys ---------- Oklahoma
Smith, Hallie ---------- Oklahoma
Smith, Hazel Mae ---------- Oklahoma
Smith, Ila ---------- Oklahoma
Smith, Leonard ---------- Oklahoma
Smith, Madeline V. ---------- Oklahoma
Smith, Odesse ---------- Oklahoma
Smith, Walter ---------- Oklahoma
Smoot, Esther ---------- Oklahoma
Squires, Grace M. ---------- Oklahoma
Stevens, Beatrice ---------- Kansas
Stoops, Pearl ---------- Kansas
Strange, Lillian M. ---------- Oklahoma
Stucker, Kathryn ---------- Oklahoma
Stucker, Ethel M. ---------- Oklahoma
Swift, Garber ---------- Oklahoma
Tapp, Dewey ---------- Oklahoma
Taylor, Oliver ---------- Oklahoma
Thompson, Mary ---------- Oklahoma
Thompson, Morris ---------- Oklahoma
Thornton, Ruth ---------- Oklahoma
Vaughan, Ray ---------- Missouri
Vette, Elsie ---------- Oklahoma
Young Ruby ---------- Oklahoma
Wakefield, Reah ---------- Kansas
Walther, Frederick ---------- Missouri
Warinner, Maxine ---------- Oklahoma
Warren, Nina ---------- Oklahoma
Watkins, Vera ---------- Oklahoma
Waymire, Opal Rosaline ---------- Oklahoma
Webb, Florence ---------- Oklahoma
Webb, Floid ---------- Oklahoma
Whitson, Virginia ---------- Oklahoma
Williams, Orie D. ---------- Oklahoma
Williams, Owen W. ---------- Oklahoma
Wilkinson, Jay ---------- Oklahoma
Wilkins, John Wesley ---------- Oklahoma
Wilson, Gladys E. ---------- Oklahoma
Wilson, Homer D. ---------- Oklahoma
Wilson, Mable Sue ---------- Oklahoma
Wilson, Ruth E. ---------- Oklahoma
Windolph, Wilda Hammer ---------- Oklahoma
Witty, Wanda ---------- Oklahoma
Wood, Gladys ---------- Oklahoma
Wright, Byron Bentley ---------- Iowa

Unclassified and Special.

Baker, Leona ---------- Texas
Bingham, L. H. ---------- Oklahoma
Bonham, George Raymond ---------- Oklahoma
Cameron, Emory C. ---------- Oklahoma
Frazier, Mary ---------- Oklahoma
Hargett, Clara Belle ---------- Oklahoma
Harvey, Jennie B. ---------- Oklahoma
Kennedy, Mabel ---------- Oklahoma
Kenney, Luna E. ---------- Oklahoma
Parnell, Bertha ---------- Oklahoma
Semke, Pearl ---------- Oklahoma
Shepherd, Ruth Gene ---------- Oklahoma
Stukey, Magdalena ---------- Oklahoma
Wellman, Kate E. ---------- Oklahoma
Wilver, John R. ---------- Oklahoma
Wilcox, Leslie E. ---------- Oklahoma
Young, Dorothea ---------- Oklahoma

MINISTERIAL AND MISSIONARY STUDENTS.

(For Classification See College and High School.)

Ames, Enos R. ---------- Ohio
Ames, Mary ---------- Ohio
Anderson, Alfred W. ---------- Kansas
Anderson, Marie ---------- Kansas
Andress, Gladys, ---------- Kansas
Anglemeyer, Shelvy ---------- Missouri
Arnold, Irene ---------- North Dakota
Arnold, William R. ---------- Iowa
Arp, William H. ---------- Illinois
Babb, Ethel ---------- Oklahoma
Babb, Joe ---------- Oklahoma
Bacon, Luella S. ---------- Kansas
Barr, Harry L. ---------- Oklahoma
Berry, Cecil E. ---------- Wyoming
Bird, Josephine ---------- Oklahoma
Blakey, James M. ---------- Kansas
Bossler, Helen ---------- Oklahoma
Bruce, William F. ---------- Kansas
Burright, Blanche ---------- Oklahoma
Burt, Joseph J. ---------- Missouri
Butler, Irice A. ---------- Kansas
Butler, S. F. ---------- Kansas
Cameron, Emory C. ---------- Oklahoma
Cline, Harry Byrd ---------- Oklahoma

Coates, Gladys ---------- Oklahoma
Cochran, Lee ---------- Missouri
Cole, Luther ---------- Oklahoma
Crosno, Clara May ---------- Oklahoma
Davis, Frank ---------- Oklahoma
Ferguson, W. Reid ---------- Kansas
Franklin, Marion C. ---------- Oklahoma
Franklin, Mary E. ---------- Oklahoma
Gessner, Benjamin A. ---------- Kansas
Gibble, William ---------- Oklahoma
Gilmore, Elsie ---------- Arizona
Gilmore, Myrtle L. ---------- Texas
Goddard, Cranston ---------- Washington
Goforth, Nola B. ---------- Oklahoma
Gordon, D. C. ---------- Mississippi
Grace, Ernest ---------- Kansas
Griffis, Ira ---------- Kansas
Griffis, Veda ---------- Kansas
Hargett, Clara B. ---------- Oklahoma
Harmsworth, Charles ---------- Colorado
Harlan, Morgan ---------- Oklahoma
Harris, William C. ---------- Kansas
Hedges, Arthur ---------- Missouri
Hildebrand, Mollie Beard ---------- Oklahoma
Hildebrand, Roy R. ---------- Wyoming
Hollenbeck, Rose E. ---------- Kansas
Hollenbeck, Myrrhl Edwin ---------- Kansas
Humphries, Juanita ---------- Oklahoma
Humphries, Ward ---------- Kansas
Johnson, T. H. ---------- Illinois
Lamb, J. D. H. ---------- China
Latshaw, F. G. ---------- Oklahoma
Lennon, Laura Elinor ---------- Kansas
Lindsay, Ruth ---------- Oklahoma
Malpas, Chas. D. ---------- N. Carolina
Meeker, Martin A. ---------- Oklahoma
Michael, James O. ---------- Oklahoma
Miller, Agatha, ---------- Kansas
Miller, N. Myrtle, ---------- Oklahoma
Minor, Brantley D. ---------- Oklahoma
Mitchell, Earl F. ---------- Kansas
Mitchell, Marian ---------- Kansas
Moore, William ---------- Oklahoma
Morgan, Carl ---------- Kansas
Morse, J. Russell ---------- Oklahoma
McConley, Eugene ---------- Kansas
McGehee, Harney M. ---------- Arkansas

McGuire, Samuel B. ---------- Ohio
McMillan, Charles ---------- Oklahoma
McMillan, Katharine ---------- Oklahoma
McMillan, Marie ---------- Oklahoma
Placke, William C. ---------- Kansas
Reece, Owen W. ---------- Kansas
Releford, J. Lee ---------- Oklahoma
Robison, Marcile ---------- Kansas
Runyan, J. Wesley ---------- Oklahoma
Semones, Lee ---------- Wyoming
Scott, John ---------- Ohio
Shane, Bessie ---------- Oklahoma
Six, Ray L. ---------- Oklahoma
Shelton, Orman L. ---------- Kansas
Shelton, Ruby ---------- Kansas
Shirley, Otto ---------- Kansas
Schriver, Kathryn ---------- Oklahoma
Smith, Walter A. ---------- Oklahoma
Smoot, Maxine ---------- Oklahoma
Snawder, Harriett ---------- Oklahoma
Stober, Buena ---------- Oklahoma
Stockberger, Ethel ---------- Ohio
Southerland, Mary E. ---------- Kansas
Swinney, Daniel ---------- Nebraska
" One-30 minute lesson per week ---------- 20.00
Ulmer, James G. ---------- Tennessee
Vaughan, Ray George ---------- Missouri
Welch, James ---------- Illinois
Wellman, Kate ---------- Oklahoma
Whitford, James E. ---------- Missouri
Whitford, Nelia M. ---------- Missouri
Williams, Owen W. ---------- Oklahoma
Word, James A. ---------- Tennessee
Young Ruby R. ---------- Oklahoma

HIGH SCHOOL.

Graduate Students.

Barr, Mamie ---------- Oklahoma

Seniors.

Adams, Fern ---------- Oklahoma
Babcock, Martha Lucille ---------- Oklahoma
Bauer, Ruth Anna ---------- Oklahoma
Beeby, Vera ---------- Oklahoma
Beeson, Edna June ---------- Oklahoma
Bell, Gwendolyn ---------- Oklahoma
Berry, Cecil E. ---------- Wyoming

Birdwell, Clara	Oklahoma
Bone, Myrtle	Oklahoma
Bowman, Inez	Oklahoma
Brannan, Myrtle	Oklahoma
Brawner, Gilbert O.	Oklahoma
Brentnall, Gladys Opal	Oklahoma
Brisby, Vida	Oklahoma
Campbell, Laura	Oklahoma
Carter, Esther	Oklahoma
Champlin, Helen	Oklahoma
Christian, Beulah, F.	Oklahoma
Church, Helen Grace	Oklahoma
Clover, Sybil	Oklahoma
Colemen, Minnie	Oklahoma
Duncan, Francis	Oklahoma
Dyer, Jennie Ruth	Oklahoma
Eaton, Vera Vi	Oklahoma
Emmons, Viola	Oklahoma
Engle, Mildred Elizabeth	Oklahoma
Forster, Ruth	Oklahoma
Foulks, Carol	Oklahoma
Foulks, Julia P.	Oklahoma
Franklin, Marion C.	Oklahoma
Fry, Gertrude	Oklahoma
Graves, Allamae	Oklahoma
Haggard, Della Myrtle	Oklahoma
Hanson, Vivian Marie	Oklahoma
Haney, Arthur H.	Oklahoma
Harlan, Morgan M.	Oklahoma
Hickman, Sylvia Pansy	Oklahoma
Horne, Geo. Fox	Oklahoma
Howard, Marcelyn	Oklahoma
Humphries, Ward S.	Kansas
Jones, Carolyn	Oklahoma
Kerr, Vera Vesta	Oklahoma
Klingman, Lulu	Oklahoma
Knower, Pauline	Oklahoma
Lambert, Wilma	Oklahoma
Lytle, Bernice Dale	Oklahoma
McCully, Florence	Oklahoma
McCune, Hubert Arron	Oklahoma
McMillan, Marie	Kansas
Meeker, Martin A.	Oklahoma
Mumaw, Andrew	Oklahoma
Mumaw, Mary Florence	Oklahoma
Musser, Lucile	Oklahoma
Nelson, Clyde	Oklahoma

Nelson, Pearl ---------- Oklahoma
O'Donnell, Donna La Demi ---------- Oklahoma
Palmer, Paul E. ---------- Kansas
Parker, Ava Josephine ---------- Missouri
Park, Nannie Z. ---------- Oklahoma
Porter, Emil ---------- Oklahoma
Railsback, Marguerite Rosemary ---------- Kansas
Riley, Ted ---------- Oklahoma
Rorabau, Zenia ---------- Oklahoma
Scott, Irene ---------- Oklahoma
Sheets, Inez ---------- Oklahoma
Snawder, Letha Ann ---------- Oklahoma
Sheets, Merle R. ---------- Kansas
Squire, Hazel, ---------- Oklahoma
Squire, Myrtle A. ---------- Kansas
Stewart, Lula Allan ---------- Kansas
Thomas, Velma ---------- Oklahoma
Troutman, Ross ---------- Oklahoma
Warrick Velma ---------- Oklahoma
Wellman, Victor E. ---------- Oklahoma
Welsh, James Henry ---------- Illinois
Welty, Lillie Carrie ---------- Oklahoma
Wheelock, Minnette ---------- Oklahoma
Waterman, Mignonette ---------- Oklahoma
Weaver, Verda Gale ---------- Oklahoma
Webb, Florence ---------- Oklahoma
Whirlwind, Lola ---------- Oklahoma
Willard, Oakie ---------- Oklahoma
Wille, Sylvia Louise ---------- Oklahoma
Williams, Merle Leon ---------- Oklahoma
Williams, Vonn, ---------- Oklahoma

Juniors.

Allen, Merle, ---------- Oklahoma
Andre, Dorothy ---------- Oklahoma
Andrews, G. Merrill ---------- Oklahoma
Anglemeyer, Marie ---------- Missouri
Austell, Eva ---------- Oklahoma
Ball, Florence ---------- Oklahoma
Barnes, Laura ---------- Oklahoma
Bender, Edith ---------- Oklahoma
Bender, George ---------- Oklahoma
Beeson, Louise Rebecca ---------- Oklahoma
Bowman, Viola Valinda ---------- Oklahoma
Boyle, John ---------- Oklahoma
Brentnall, Robert ---------- Oklahoma

Browning, Naomi Nelle ---------- Oklahoma
Bryant, Ona ---------- Oklahoma
Buchanan, Hobart Lawrence ---------- Oklahoma
Caton, Arthur Everett ---------- Oklahoma
Childers, Claralee ---------- Oklahoma
Clute, Pauline ---------- Oklahoma
Couch, Boyd Meredith ---------- Oklahoma
Culp, Mable Ruth ---------- Oklahoma
Dalrymple, L. Adelaide ---------- Oklahoma
Davis, Robert Walter ---------- Oklahoma
Denker, Fred B. ---------- Oklahoma
Depue, Grace ---------- Oklahoma
Eakins, Minnie ---------- Oklahoma
Edwards, Margaret Sellars ---------- Oklahoma
Erb, Ernestelle V. ---------- Oklahoma
Ester, Viola S. ---------- Oklahoma
Ester, Alice Lydia ---------- Oklahoma
Fiene, Alice Lydia ---------- Oklahoma
Franklin, Mary Ellen ---------- Oklahoma
Garrett, Pauline ---------- Oklahoma
Gilmore, Elsie ---------- Arizona
Goddard, Ethel Mae ---------- Oklahoma
Grace, Chas. Ernest ---------- Kansas
Haggard, Ethyel ---------- Oklahoma
Hale, Harry Morgan ---------- Oklahoma
Harden, R. Dale ---------- California
Hendryx, Myrrh Imo ---------- Oklahoma
Hughes, Clella Luvernis ---------- Oklahoma
Johnson, Mabella ---------- Oklahoma
Kidwell, John Porter ---------- Texas
Kunkel, Wayne Smiley ---------- Oklahoma
Leaman, Clarence Eugene ---------- Oklahoma
La Crone, Irene ---------- Oklahoma
McCall, Kelly ---------- Oklahoma
McCarroll, Lillian ---------- Texas
Mangus, Clara ---------- Oklahoma
Minor, Brantley D. ---------- Oklahoma
Mitchell, Marian ---------- Missouri
Muns, Thelma G. ---------- Oklahoma
Mysicka, Frances ---------- Oklahoma
Parker, Wayne, ---------- Missouri
Plunkett, Willa Kate ---------- Oklahoma
Rathmel, William Raymond ---------- Oklahoma
Roberts, Autumn ---------- Oklahoma
Share, Louis L. ---------- Oklahoma
Smith, Lilly ---------- Oklahoma
Smith, Paul ---------- Oklahoma

Steely, Lydia R. ---------- Oklahoma
Stratten, Cecil Lloyd ---------- Kansas
Thompson, Sue ---------- Oklahoma
Weisinger, Claude R. ---------- Oklahoma
Whitmire, Roberta ---------- Oklahoma
Whitford, James Earl ---------- Missouri
Wilber, Edna ---------- Oklahoma
Williams, George C. ---------- Oklahoma
Wilson, Chalmers Russell ---------- Oklahoma
Wilson, Rolland Owen ---------- Oklahoma
Worrell, May ---------- Oklahoma
Wyatt, Letha ---------- Oklahoma
Youngblood, Verna ---------- Oklahoma

Sophomores.

Anderson, Walter ---------- Oklahoma
Arendell, Helen ---------- Oklahoma
Arnold, William R. ---------- Oklahoma
Arp, William H. ---------- Missouri
Bacon, Mary Margaret ---------- Oklahoma
Beard, Louise ---------- Oklahoma
Bishop, Selma Erskine ---------- Oklahoma
Blake, Mary ---------- Oklahoma
Branham, Faye ---------- Oklahoma
Bruns, Virgina Phillis ---------- Oklahoma
Burright, Ivy ---------- Oklahoma
Butler, Charlotte ---------- Kansas
Carlson, Mabelle ---------- Oklahoma
Carlson, Ollie ---------- Oklahoma
Cline, Ferne Daisy ---------- Oklahoma
Coats, Gladys, ---------- Oklahoma
Conklin, Julia ---------- Oklahoma
Erwood, Pauline ---------- Oklahoma
Garber, Martin ---------- Oklahoma
Geoffray, Guy ---------- Oklahoma
Goddard, Chester E. ---------- Oklahoma
Gott, Cecil Eugene ---------- Oklahoma
Green, Omer ---------- Oklahoma
Hamburg, Alanson ---------- Oklahoma
Havens, Marjorie ---------- Oklahoma
Hesser, Henry ---------- Oklahoma
Hesser, Leo ---------- Oklahoma
Hickman, Gladys ---------- Oklahoma
Holmes, Martha ---------- Oklahoma
Hopwood, Victor ---------- Oklahoma
Hoyt, Louise ---------- Oklahoma

James, Rowena ---------- Oklahoma
Jackman, Tena Florence ---------- Oklahoma
Johnson, Frank ---------- Oklahoma
Jones, Edna E. ---------- Oklahoma
Keith, Lucille ---------- Oklahoma
Knaus, Charles L. ---------- Oklahoma
Latimer, Lucie M. ---------- Oklahoma
Le Force, Grace Ann ---------- Oklahoma
Magee, Ronald Dale ---------- Kansas
Manahan, Helen Odelia ---------- Oklahoma
Maphet, Ethel ---------- Oklahoma
Mays, John Sherwood ---------- Oklahoma
Muns, Warren ---------- Oklahoma
Odom, Lela ---------- Oklahoma
Icle, Oller ---------- Oklahoma
Paulk, Gladys ---------- Oklahoma
Paulk Noble ---------- Oklahoma
Plahn, Margaret ---------- Oklahoma
Pope, Francis Harling ---------- Oklahoma
Rake, Dorothy ---------- Oklahoma
Ray, Dorothy Odell ---------- Oklahoma
Reese, Owen W. ---------- Kansas
Roberts, David Allen ---------- Oklahoma
Roos, Chance T. ---------- Oklahoma
Shields, Blanche Carolyn ---------- Oklahoma
Semones, Lee Roy ---------- Colorado
Simpson, Dezzie Irene ---------- Oklahoma
Spalding, Eleanor ---------- Oklahoma
Starr, Minta June ---------- Oklahoma
Stonehill, Emma Naomi ---------- Oklahoma
Swanson, May ---------- Oklahoma
Swinney, Daniel D. ---------- Oklahoma
Stuard, Lola Viola ---------- Oklahoma
Taylor, Darwin B. ---------- Oklahoma
Temple, Nellie ---------- Oklahoma
Theron, W. Temple ---------- Oklahoma
Turner, Mary ---------- Oklahoma
Williams, Bessie ---------- Oklahoma
Williams, Marguerite La Rene ---------- Oklahoma
Wilson, George Howard ---------- Oklahoma
Wiseman, Gertrude ---------- Oklahoma
Worrel, Mary ---------- Oklahoma

Freshmen.

Arbuckel, Mary V. ---------- Oklahoma
Armstrong Hazel ---------- Oklahoma

Bell, Elizabeth ---------- Oklahoma
Braden, Joe Dunn ---------- Oklahoma
Bremmer, Livingston ---------- Oklahoma
Brown, Ruth ---------- Oklahoma
Campbell, Charlie A. ---------- Oklahoma
Campbell, Esther ---------- Oklahoma
Carter, Mark ---------- Oklahoma
Clark, Mildred Fanchion ---------- Oklahoma
Coats, Gladys ---------- Oklahoma
Cook, Gladys ---------- Oklahoma
Coyle, Ernest ---------- Oklahoma
Crews, Amy ---------- Oklahoma
Crews, Charles A. ---------- Oklahoma
Cronkhite, Blanche Mae ---------- Oklahoma
Davis, Lela Margaret ---------- Oklahoma
De Busk, John ---------- Oklahoma
Denker, John ---------- Oklahoma
Dodd, Cecil Harold ---------- Oklahoma
Feger, Seiler ---------- Oklahoma
Fisher, Cleo Orval ---------- Oklahoma
Franks, Opal ---------- Oklahoma
Friesen, David ---------- Oklahoma
Harries, William C. ---------- Oklahoma
Hays, Marguerite Blanch ---------- Oklahoma
Heald, Moyne ---------- Oklahoma
Hickman, Ruby Urmal ---------- Oklahoma
Holler, Neva ---------- Oklahoma
Horne, Malcolm ---------- Oklahoma
Hoyt, Vesta Grace ---------- Kansas
Jones, Ragan Bryon ---------- Oklahoma
Kengle, Harry ---------- Oklahoma
Kunce, Edith Aileen ---------- Oklahoma
Latimer, Richard ---------- Oklahoma
Legg, Glenn ---------- Oklahoma
Levi, George ---------- Oklahoma
Malpass, Charles Dana ---------- N. Carolina
Marlor, Mamie Hazel ---------- Oklahoma
Mason, Tessa, ---------- Oklahoma
Miller, N. Myrtle ---------- Oklahoma
O'Donnell, Melba Foulks ---------- Oklahoma
Oller, Alma ---------- Oklahoma
O'Neal, Charles ---------- Michigan
Paris, Hazel Arlie ---------- Oklahoma
Pierce, L. Ruth ---------- Oklahoma
Pillsbury, Thos. Giles ---------- Oklahoma
Reger, Monzell ---------- Oklahoma
Schwaba, Lorena Frances ---------- Oklahoma

Shelbourne, Kermit ---------- Oklahoma
Shirley, Gerald Boyd ---------- Oklahoma
Sinner, Sylvia Mona ---------- Oklahoma
Smith, Ambrose ---------- Oklahoma
Smith, Hiel T. ---------- Oklahoma
Smithson, Marie ---------- Oklahoma
Snawder, Enid ---------- Oklahoma
Sowers, Ethel Mae ---------- Oklahoma
Steele, Walter M. ---------- Missouri
Surface, Ruby Mae ---------- Oklahoma
Taylor, Joyce Enid ---------- Oklahoma
Unruh, Harry H. ---------- Oklahoma
Venable, Frank LeRoy ---------- Oklahoma
Weaver, James A. ---------- Oklahoma
Webb, Lola M. ---------- Oklahoma
Werner, Stella ---------- Oklahoma
Wheeler, Merritt, J. ---------- Oklahoma
Walters, Lilia ---------- Oklahoma
Williams, Maurice ---------- Oklahoma
Wright, Ada E. ---------- Oklahoma

Unclassified and Special.

Burt, Joseph ---------- Missouri
Dowley, Erma ---------- Oklahoma
French, Gertrude ---------- Oklahoma
Gilmore, Myrtle ---------- Oklahoma
Graham, Mary ---------- Oklahoma
Jones, Bernice ---------- Oklahoma
McGuire, Samuel B. ---------- Oklahoma
McMillan, Charles ---------- Oklahoma
McMillan, Katherine ---------- Oklahoma
Purdy, Ruth ---------- Kansas
Smith, James C. ---------- Oklahoma
Snawder, Harriet E. ---------- Oklahoma
Waggoner, Dixie ---------- Texas
Whitford, Nelia May ---------- Missouri

FINE ARTS.

MUSIC.

Ames, Enos Ray ---------- Ohio
Ames, Mary ---------- Ohio
Andre, Dorothy ---------- Oklahoma
Armantrout, Gertrude ---------- Kansas
Atkisson, Anna Laura ---------- Oklahoma
Austin, Lavelle ---------- Oklahoma

Bacon, Irma V. ---------- Oklahoma
Baer, Helen Frances ---------- Oklahoma
Bandel, Mary Alice ---------- Oklahoma
Bass, Naomi ---------- Oklahoma
Beard, Clifton ---------- Oklahoma
Beard, Elva Pearl ---------- Oklahoma
Beard, Clarence ---------- Oklahoma
Beard, Lillie May ---------- Oklahoma
Beardsley, Clarence ---------- Oklahoma
Beardsley, Clifton ---------- Oklahoma
Beardsley, Lilly ---------- Oklahoma
Becker, Joe ---------- Oklahoma
Belveal, Golda ---------- Oklahoma
Belveal, Frances Ida ---------- Oklahoma
Berry, Elpha ---------- Oklahoma
Beaty, Lois Marie ---------- Oklahoma
Bird, Bernice ---------- Oklahoma
Bird, Joe ---------- Oklahoma
Bird, Lottabel ---------- Oklahoma
Bird, Beryl Elizabeth ---------- Oklahoma
Bishop, Selma Erskine ---------- Oklahoma
Bitting, Hermas ---------- Oklahoma
Bomar, Willa ---------- Oklahoma
Bonnett, Glinda ---------- Oklahoma
Bowman, Viola ---------- Oklahoma
Bowers, Marjory Ruth ---------- Oklahoma
Boyd, Helen ---------- Oklahoma
Boyd, Nellie Mae ---------- Oklahoma
Brentnall, Blanche ---------- Oklahoma
Brentnall, Zera Mabel ---------- Oklahoma
Brown, Ruth ---------- Oklahoma
Brown, Zaida ---------- Oklahoma
Buckminster, Sybil, ---------- Oklahoma
Buffalow, Marietta Mae ---------- Oklahoma
Bullis, Gladys Mary ---------- Oklahoma
Butts, Dorothy ---------- Oklahoma
Butts, Armene ---------- Oklahoma
Bush, Helen Anett ---------- Oklahoma
Burright, Ivy ---------- Oklahoma
Callahan, Paul ---------- Oklahoma
Calloway, Francis ---------- Oklahoma
Campbell, Ethel ---------- Oklahoma
Campbell, Katie B. ---------- Oklahoma
Campbell, Winnie E. ---------- Oklahoma
Campbell, Willa J. ---------- Oklahoma
Carrier, Hazel, ---------- Oklahoma
Carter, Virgil ---------- Oklahoma

Chadd, Lois May ---------- Oklahoma
Chalfant, Hazel ---------- Oklahoma
Clark, Mildred Fancheon ---------- Oklahoma
Clause, Emma Lillian ---------- Oklahoma
Cline, Gwendolyn ---------- Oklahoma
Cole, Irene ---------- Oklahoma
Collins, Hanna T. ---------- Oklahoma
Collins, Marguerite ---------- Oklahoma
Collins, Olive ---------- Oklahoma
Combs, Myrtle Elizabeth ---------- Oklahoma
Coman, Mrs. Frank ---------- Oklahoma
Conn, Eloise Jeanette ---------- Oklehoma
Cook, Gladys ---------- Oklahoma
Cooper, Lillie ---------- Oklahoma
Cooper, Verna Marie ---------- Oklahoma
Cotner, Christine ---------- Oklahoma
Conklin, Clarence ---------- Oklahoma
Corry, Mrs. Frank ---------- Oklahoma
Corston, John ---------- Oklahoma
Courtney, Hazel Marie ---------- Oklahoma
Courtney, Arthur ---------- Kansas
Courter, Cecil R. ---------- Kansas
Creighton, Lorena ---------- Oklahoma
Crittenden, Ruth ---------- Oregon
Cromwell, Mary Lee ---------- Oklahoma
Crites, Bertha ---------- Oklahoma
Crone, Sibylla ---------- Oklahoma
Crosno, Clara May ---------- Oklahoma
Conklin, Julia ---------- Oklahoma
Crouse, John ---------- Oklahoma
Crouch, Roy ---------- Oklahoma
Cummings, Wanda Marie ---------- Oklahoma
Cummings, Olive Louise ---------- Oklahoma
Davis, William ---------- Oklahoma
Denend, Nelson Orville ---------- Oklahoma
Depue, Grace ---------- Oklahoma
Dalrymple, L. Adelaide ---------- Oklahoma
Dodd, Vera Ethel ---------- Oklahoma
Donaldson, Mildred ---------- Oklahoma
Doty, Hattie ---------- Oklahoma
Denker, Anna M. ---------- Oklahoma
Denton, Virgina ---------- Oklahoma
Depugh, Eva Marie ---------- Oklahoma
Dessauer, Leah ---------- Oklahoma
Diener, Gloria Opal ---------- Oklahoma
Downs, Lucie M. ---------- Oklahoma
Drew, Audine ---------- Oklahoma

Edwards, Bertha Elma ---------- Oklahoma
Elder, Zala ---------- Oklahoma
Elgin, Willie ---------- Oklahoma
Emmons, Viola ---------- Oklahoma
Ely, Gladys Dott ---------- Oklahoma
Elliott, Ruth ---------- Oklahoma
Elkins, Florence ---------- Oklahoma
Elder, Lee ---------- Oklahoma
Estep, Mayme ---------- Oklahoma
Erwin, Mary Elizabeth ---------- Oklahoma
Evans, Secoy ---------- Oklahoma
Evans, Winona ---------- Oklahoma
Engle, Mildred ---------- Oklahoma
Ferguson, Nina E. ---------- Oklahoma
Feuquay, Gertrude ---------- Oklahoma
Fisher, Maurine ---------- Oklahoma
Fleming Esther Lee ---------- Oklahoma
Fleming, Pauline ---------- Oklahoma
Fleming, Laudis ---------- Oklahoma
Fogleman, Opal ---------- Oklahoma
Ford, Martha ---------- Oklahoma
Forth, Thelma ---------- Oklahoma
Foulks, Julian, P. ---------- Oklahoma
Floyd, Edna L. ---------- Oklahoma
Forster, Ruth ---------- Oklahoma
Forster, William ---------- Oklahoma
Franks, Opal ---------- Oklahoma
Frantz, Betty ---------- Oklahoma
Frantz, Margaret ---------- Oklahoma
Fromholtz, Effie ---------- Oklahoma
Funk, Olive ---------- Oklahoma
Gallagher, Gladys ---------- Oklahoma
Garinger, Mabel ---------- Oklahoma
Garrett, George Russell ---------- Oklahoma
Garrett, Pauline ---------- Oklahoma
Gessner, Ina ---------- Oklahoma
Gibble, Maggie ---------- Oklahoma
Gilmore, Myrtle Lee ---------- Oklahoma
Gilpin, Minne E. ---------- Oklahoma
Gaylord, Tina ---------- Oklahoma
Glass, Helen R. ---------- Oklahoma
Goddard, Pearl ---------- Oklahoma
Goltry, Dorothy Opal ---------- Oklahoma
Goodman, Thelma ---------- Oklahoma
Goodwin, Betty ---------- Oklahoma
Gottsch, Wilber ---------- Oklahoma
Graham, Minnie Lee ---------- Oklahoma

Gray, Dorothy ---------- Oklahoma
Grapes, Mrs. ---------- Oklahoma
Greggs, Mrs. Chas. ---------- Oklahoma
Gresser, Letha E. ---------- Oklahoma
Griffin, Grant ---------- Oklahoma
Guernsey, Louis J. ---------- Oklahoma
Gallagher, Nita ---------- Oklahoma
Gordon, Leah L. ---------- Oklahoma
Grammont, Kenneth ---------- Okalhoma
Hale, Harry Morgan ---------- Oklahoma
Harmon, Anne Louise ---------- Oklahoma
Harrel, Frances ---------- Oklahoma
Harreld, Cecile ---------- Oklahoma
Hoyt, Vesta Grace ---------- Kansas
Henry, Lucille Grace ---------- Oklahoma
Hill, Lewis, ---------- Oklahoma
Hill, Nellie M. ---------- Oklahoma
Hollingsworth, Maxine ---------- Oklahoma
Hornbaker, Marie ---------- Oklahoma
Horsley, Doris ---------- Oklahoma
Horsley, Velva ---------- Oklahoma
Horsley, Velora ---------- Oklahoma
Hilderman, Irma ---------- Oklahoma
Huntington, Hazel ---------- Oklahoma
Hunnington, Lucile ---------- Oklahoma
Harris, Joyce Faye ---------- Oklahoma
Hartley, Paul ---------- Indiana
Hayes, Grace A. ---------- Oklahoma
Hamilton, Elva ---------- Oklahoma
Helema, Alice ---------- Oklahoma
Higgins, Mabella G. ---------- Oklahoma
Hill, Ruth ---------- Oklahoma
Hoar, Ruth ---------- Oklahoma
Hoar, Verne S. ---------- Oklahoma
Horton, Mabel M. ---------- Oklahoma
Humphries, Juanita ---------- Oklahoma
Inlow, Willa Maude ---------- Oklahoma
Irwin, Cora Frances ---------- Oklahoma
Jeffries, Gretchen ---------- Oklahoma
Jeffries, Hallie ---------- Oklahoma
Jeffries, Geneva May ---------- Oklahoma
Jelsma, Orilla ---------- Oklahoma
Johnson, Jean E. ---------- Oklahoma
Johnson, Ray ---------- Oklahoma
Johnson, Florence ---------- Oklahoma
Jones, Edna E. ---------- Oklahoma
Jones, Bernice ---------- Oklahoma

Jones, Frieda ---------- Wyoming
Jones, Marcia ---------- Oklahoma
Jones, Mardicie Marie ---------- Iowa
Knower, Pauline ---------- Oklahoma
Kunce, Edith Aileen ---------- Oklahoma
Kent, Pauline Leola ---------- Oklahoma
Kennedy, Harriet ---------- Oklahoma
Kennedy, Richard ---------- Oklahoma
Lee, Dorothy ---------- Oklahoma
Lee, Richmond W. ---------- Oklahoma
Leslie, Mabel ---------- Oklahoma
Lewis, Lorraine ---------- Oklahoma
Latimer, Lucie ---------- Oklahoma
Looper, Beatrice ---------- Oklahoma
Letson, Lucile ---------- Oklahoma
Light, Katie ---------- Oklahoma
Lincoln, Martha Louise ---------- Oklahoma
Lottridge, Jack ---------- Oklahoma
Lowe, Zelia ---------- Oklahoma
Loury, Helen ---------- Oklahoma
Masterson, Magdalene ---------- Oklahoma
Masterson, Lillian ---------- Oklahoma
Marler, Mamie Hazel ---------- Oklahoma
Madison, Frances ---------- Oklahoma
Marcoot, Virginia ---------- Oklahoma
Marshall, Esther Lilly ---------- Oklahoma
Meek, Hazel Harriet ---------- Kansas
Metscher, Alfred J. ---------- Oklahoma
Money, Mrs. ---------- Oklahoma
Morris, Mabel ---------- Oklahoma
Moulden, Theresa ---------- Oklahoma
Morley, Madge ---------- Oklahoma
Meibergen, Marcella ---------- Oklahoma
Messall, Martha ---------- Oklahoma
Moon, Marguerite ---------- Oklahoma
Moore, Esther Blanche ---------- Oklahoma
Morgan, Hazel ---------- Oklahoma
Murphy, Fae ---------- Oklahoma
Murrow, Hilda ---------- Oklahoma
McCall, Ava ---------- Oklahoma
McCash, Allegra Ruth ---------- Oklahoma
McClellan, Mary ---------- Oklahoma
McKnight, Doris ---------- Oklahoma
McKnight, Beatrice Ruth ---------- Oklahoma
McLean, Joyce A. ---------- Oklahoma
McEwen, Charlie ---------- Oklahoma
McGee, Jessie ---------- Oklahoma

McCully, Florence ---------- Oklahoma
McCune, Hubert Aaron ---------- Oklahoma
Manahan, Helen ---------- Oklahoma
Miller, Agatha ---------- Oklahoma
Moulden, Inez Lelia, ---------- Oklahoma
Muller, Theresa ---------- Oklahoma
Murrow, Hilda Marie ---------- Oklahoma
Neff, Ray E. ---------- Oklahoma
Nelson, Pearl ---------- Oklahoma
Newton, Marie ---------- Oklahoma
Newell, Mary Temple ---------- Oklahoma
Nicholson, Dorothy ---------- Oklahoma
Norwood, Bertha ---------- Oklahoma
Odom, Lela ---------- Oklahoma
O'Donnell, Melba Foulks ---------- Oklahoma
Parker, Helen Gibson ---------- Oklahoma
Parks, Nannie ---------- Oklahoma
Parks, Jeannette ---------- Oklahoma
Parker, Dorothy Ann ---------- Oklahoma
Parker, Thelma ---------- Oklahoma
Parkinson, Helen ---------- Oklahoma
Parr, De Lores ---------- Oklahoma
Peters, Estel ---------- Oklahoma
Peters, Wirt ---------- Oklahoma
Peterson, Lester ---------- Oklahoma
Peterson, Margaret ---------- Oklahoma
Pendarvis, Paul ---------- Oklahoma
Pendarvis, Pauline ---------- Oklahoma
Perry, Georgia ---------- Tennessee
Perry Lloyd ---------- Tennessee
Perry, Susie ---------- Tennessee
Piper, Jane Allen ---------- Oklahoma
Plahn, Margaret ---------- Oklahoma
Place, Willie ---------- Oklahoma
Ploof, Mary Helen ---------- Oklahoma
Pool, Mrs. J. O. ---------- Oklahoma
Poore, Dale ---------- Oklahoma
Poore, Fae Irene ---------- Oklahoma
Pope, Lolas Leone ---------- Oklahoma
Pope, Dorothy Kathryn ---------- Oklahoma
Pope, Francis Horling ---------- Oklahoma
Porter, Helen ---------- Oklahoma
Porter, Marie ---------- Oklahoma
Price, Emma Eloise ---------- Oklahoma
Price, Mary Audrey ---------- Oklahoma
Porter, Thelma ---------- Oklahoma
Price, Madaline ---------- Oklahoma

Prather, Alice C. ---------- Kentucky
Railsback, Rosemary ---------- Kansas
Reynolds, Janice ---------- Oklahoma
Rhodes, Katherine ---------- Oklahoma
Richards, Hazel ---------- Oklahoma
Rippy, Aline ---------- Oklahoma
Reynalds, Geneva ---------- Oklahoma
Reynalds, Pauline ---------- Oklahoma
Richards, Hazel ---------- Oklahoma
Richardson, Thomas ---------- Oklahoma
Richardson, Blanche ---------- Oklahoma
Richardson, Virginia ---------- Oklahoma
Roberts, Dorothy ---------- Oklahoma
Robertson, Helene ---------- Oklahoma
Rodgers, Mabel ---------- Oklahoma
Ross, Chas. Milton ---------- Wyoming
Rude, Allen ---------- Oklahoma
Rude, Buckley ---------- Oklahoma
Rude, Helen ---------- Oklahoma
Ryon, Mary Lona ---------- Oklahoma
Schearman, Mary Alice ---------- Oklahoma
Scott, Vivian ---------- Oklahoma
Seaman, Luella ---------- Oklahoma
Semke, Tudie ---------- Oklahoma
Shaw, Caribel ---------- Oklahoma
Shaw, Dorothy May ---------- Oklahoma
Shelton, Ruby ---------- Kansas
Shelton, Vadah ---------- Oklahoma
Shearman, Robert ---------- Oklahoma
Shockley, Laura ---------- Oklahoma
Shelton, Edith ---------- Oklahoma
Sinderson, Mary ---------- Oklahoma
Smart, William ---------- Oklahoma
Smith, Addie E. ---------- Oklahoma
Smith, Lillian ---------- Oklahoma
Smith, C. James ---------- Oklahoma
Singer, Sarah Esther ---------- Oklahoma
Smith, Thelma ---------- Oklahoma
Smith, Lavera ---------- Oklahoma
Smith, Mary Helen ---------- Oklahoma
Spencer, Lloyd W. ---------- Oklahoma
Spruell, Donna ---------- Oklahoma
Snyder, Maurine ---------- Oklahoma
Snitzer, Mildred ---------- Oklahoma
Squire, Elsie ---------- Oklahoma
Squire, Myrtle A. ---------- Kansas
Schwaba, Lorena Frances ---------- Oklahoma

Scott, Irene ---------- Oklahoma
Stahl, Goldie ---------- Oklahoma
Stahl, Raymond ---------- Oklahoma
Stamey, George C. ---------- Oklahoma
Steele, Lena Gracey ---------- Oklahoma
Stephenson, Adah ---------- Oklahoma
Story, Marianne ---------- Oklahoma
Stone, H. W. ---------- Oklahoma
Strickler, Genevieve Elizabeth ---------- Oklahoma
Strickler, Kathryn ---------- Oklahoma
Stratten, Cecil Lloyd ---------- Oklahoma
Studley, Grace Truman ---------- Oklahoma
Surface, Ruby ---------- Oklahoma
Sullivan, Veda ---------- Oklahoma
Tandy, Ruth Elizabeth ---------- Oklahoma
Taylor, Joyce ---------- Oklahoma
Temple, Nellie ---------- Oklahoma
Thomas, Gladys ---------- Oklahoma
Thompson, Beryl Shefflin ---------- Oklahoma
Thompson, Morris ---------- Oklahoma
Todd, Anna Lois ---------- Oklahoma
Trostel, Bernice L. ---------- Oklahoma
Thurman, Flora Mildred ---------- Oklahoma
Thurman, Lena ---------- Oklahoma
Turk, Florence ---------- Oklahoma
Turk, Frances ---------- Oklahoma
Vories, Ray ---------- Oklahoma
Vories, Ruby ---------- Oklahoma
Walker, Joy ---------- Oklahoma
Walker, Mary True ---------- Oklahoma
Watkins, Carl ---------- Oklahoma
Watkins, Glenn ---------- Oklahoma
Wells, Glenn ---------- Oklahoma
Welty, Lillie Carrie ---------- Oklahoma
Webb, Lola ---------- Oklahoma
Webb, Chester ---------- Oklahoma
West, De Vere ---------- Oklahoma
Wiggins, Lois Mary ---------- Arkansas
White, Bessie ---------- Oklahoma
White, Marjory ---------- Oklahoma
Welsh, James ---------- Illinois
Wheelock, Minnette ---------- Oklahoma
Williams, Marguerite ---------- Oklahoma
Williams, Maurice ---------- Oklahoma
Williamson, Hazel ---------- Oklahoma
Wilson, Joy ---------- Oklahoma
Wilson, Lois Lucille ---------- Oklahoma

Wilson, Marie ---------- Oklahoma
Wilson, Bernice ---------- Oklahoma
Wilson, James Matthew ---------- Oklahoma
Wilson, Marie ---------- Oklahoma
Wiseman, Gertrude ---------- Oklahoma
Witty, Wanda ---------- Oklahoma
Woods, Edith ---------- Oklahoma
Worden, Elizabeth ---------- Oklahoma
Worden, Gretchen ---------- Oklahoma
Wright, Laverne Madeline ---------- Oklahoma
Wright, Mary Opal ---------- Oklahoma

PAINTING.

Bodine, Estella Hazel ---------- Colorado
Brentnall, Gladys Opal ---------- Oklahoma
Carrier, Hazel ---------- Oklahoma
Denker, Anna M. ---------- Oklahoma
Duffy, Alda ---------- Oklahoma
Foulks, Carol ---------- Oklahoma
Foulks, Julian P. ---------- Oklahoma
Havens, Marjory ---------- Oklahoma
Higgins, Mabella G. ---------- Oklahoma
Hoar, Ruth ---------- Oklahoma
Hoar, Verne ---------- Oklahoma
Howard, Marcelyn ---------- Oklahoma
Johnson, Vernon ---------- Oklahoma
Norwood, Bertha ---------- Oklahoma
Steele, Lena Gracey ---------- Oklahoma
Studley, Grace Truman ---------- Oklahoma

ORATORY.

Anderson, Edna Louise ---------- Oklahoma
Bass, Irene ---------- Oklahoma
Beard, Louise ---------- Oklahoma
Bone, Myrtle ---------- Oklahoma
Bacon, Mary ---------- Oklahoma
Bossler, Helen ---------- Oklahoma
Cain, Dorothy Mildred ---------- Oklahoma
Cline, Harry Byrd ---------- Oklahoma
Carrier, Hazel ---------- Oklahoma
Corbin, Evelyn ---------- Kansas
Corder, Bethel ---------- Oklahoma
Denker, Anna ---------- Oklahoma
Denend, Orville ---------- Oklahoma
Elder, Zala ---------- Oklahoma

Evans, Winona ---------- Oklahoma
Goddard, Ethel Mae ---------- Oklahoma
Hanson, Vivian Marie ---------- Oklahoma
Havens, Marjory ---------- Oklahoma
Hays, Marguerite ---------- Oklahoma
Haris, Joyce Faye ---------- Oklahoma
Hirsch, Jeanette ---------- Oklahoma
Johnson, Mary Esther ---------- Oklahoma
Lynch, Emerine ---------- Oklahoma
Masemore, Evelyn ---------- Oklahoma
Mitchell, Mildred ---------- Oklahoma
O'Donnell, Donna ---------- Oklahoma
Pinkerton, Joy Marie ---------- Oklahoma
Perry, Susie May ---------- Tennessee
Porter, Roxa Mary ---------- Oklahoma
Randel, Mildred, ---------- Oklahoma
Rawlins, Madge ---------- Oklahoma
Rawlins, Mildred ---------- Oklahoma
Rhodes, Katherine ---------- Oklahoma
Smith, Emma Lloyd ---------- Oklahoma
Stonerock, Esther Edythe ---------- Ohio
Whitmire, Roberta ---------- Oklahoma

AUTOMOBILE SCHOOL.

Blaser, Frank ---------- Oklahoma
Crouch, N. E. ---------- Oklahoma
Ferguson, Frank ---------- Oklahoma
Gammort, Russell ---------- Oklahoma
McCarty, Solomon ---------- Oklahoma
Moxley, Joe H. ---------- Oklahoma
Siegle, Ralph ---------- Oklahoma
Sontag, Oliver ---------- Oklahoma
Shirley, Perry M. ---------- Oklahoma

MODEL SCHOOL.

Allen, Geraldine ---------- Oklahoma
Allen, Landes ---------- Oklahoma
Allenson, Josephine ---------- Oklahoma
Brewer, Ira Vern ---------- Oklahoma
Brisby, Arthur ---------- Oklahoma
Brown, Esther ---------- Oklahoma
Conn, John ---------- Oklahoma
Dyksterhuis, Albert ---------- Oklahoma
Foster, Endine ---------- Oklahoma
Foster, Willeen ---------- Oklahoma
Gossman, Clarence ---------- Oklahoma

Hirst, George ---------- Oklahoma
Roelse, Arthur ---------- Oklahoma
Roelse, Ira ---------- Oklahoma
Seely, Scott ---------- Oklahoma
Tyler, Gerald ---------- Oklahoma
Wolfinger, Dwight ---------- Oklahoma

SCHOOL OF TRAINED NURSES.

Barney, Opal ---------- Oklahoma
Church, Daryl ---------- Nebraska
Clark, Lula ---------- Oklahoma
Crosno, Hattie ---------- Oklahoma
George, Kate ---------- Oklahoma
Green, Floy ---------- Oklahoma
Luman, Rosina ---------- Wyoming
Matthews, Lela ---------- Oklahoma
Matthews, Muriel ---------- Oklahoma
Matussak, Amelia ---------- Oklahoma
Moore, Fern ---------- Kansas
Provost, Wilma ---------- Oklahoma
Schwartz, Mary ---------- Oklahoma
Stober, Beuna ---------- Kansas
Trice, Anna ---------- Oklahoma

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Seniors	37	
Juniors	45	
Sophomores	78	
Freshmen	245	
Unclassified and Special	17	429
Ministerial	105	
High School		
Seniors	85	
Juniors	73	
Sophomores	73	
Freshmen	70	
Unclassified and Special	15	316
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Music	392	
Oratory	36	
Painting	16	444
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